

**THE EFFECTIVENESS OF ONLINE LEARNING ON SOCIAL
STUDIES SUBJECT AT MTS. “BAHRUL ULUM” GENUKWATU
JOMBANG**

THESIS



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**DEPARTMENT OF SOCIAL STUDIES EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM MALANG**

2021

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GENUKWATU JOMBANG**

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*To Compile a Thesis on Undergraduate Program (S-1) Departement of Social
Studies Education Faculty of Tarbiyah and Teacher Training State Islamic
University of Maulana Malik Ibrahim Malang*



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MALANG**

2021



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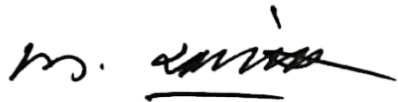
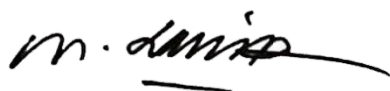

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LEGITIMATION SHEET
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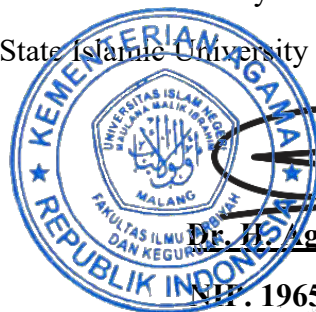
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DEDICATION

I give thanks to Allah SWT who has made it easier and easier to work on this thesis. With all humility and sincere prayer accompaniment, I present this scientific paper to:

(Mr. Iskandar and Mrs. Mufarrohah)

The two most meaningful people in my life. Thank you for caring, raising, praying, advising, guiding and providing moral and material support until the completion of this thesis.

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My dearest sister who never stopped helping, appreciating and motivating me.

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Do not forget the big family of ICP / PIPS-E 2017 who colored my college days with all your characters & stories. Thank you for your help during these 3.5 years.

Without you i'm nothing.

MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

Sesungguhnya Allah tidak akan mengubah keadaan suatu kaum, sebelum mereka mengubah keadaan mereka sendiri. (QS. Ar-Ra'd: 11)

مَنْ جَدَّ وَجَدَ

“Barang siapa yang bersungguh-sungguh, maka ia akan mendapatkan keberhasilan”

Prof. Dr. H. M. Zainuddin, MA
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ADVISOR OFFICIAL NOTE

Matter : Thesis of Fais Fikrotul Zahiroh
Appendixes : 4 (Four) Exemplars

Dear,
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Assalamualaikum Wr. Wb.

After carrying out several times for guidance, both in term of content, language, and writing techniques, and after reading the following thesis:

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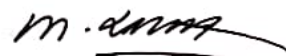
Department : Social Science Education

Title : The Effectiveness of Online Learning on Social Studies
Subject at MTs. Bahrul Ulum Genukwatu Jombang

As the advisor, I considered that this thesis is qualified to be proposed in the examination.

Walaikumsalam Wr. Wb.

Malang, 28th April 2021
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CERTIFICATE OF THESIS AUTHORSHIP

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Department : Department of Social Studies Education

declare that in this thesis there is no work that has been submitted to obtain a bachelor's degree at a college, and to the best of my knowledge, there are also no works or opinions that have been written or published by other people, unless.

Malang, 25th May 2021

Researcher,



Fais Fikrotul Zahiroh

NIM. 17130096

PREFACE

Alhamdulillah hirobbil 'Aalamiin. I am grateful for the infinite strands of gratitude to the ruler of the universe, Allah SWT. Because of his abundant grace and fortune, I can immediately finish this thesis entitled "The Effectiveness of Online Learning on Social Studies Subjects at MTs. Bahrul Ulum Genukwatu Jombang. " As a final project studying at State Islamic University of Maulana Malik Ibrahim Malang.

Prayers and greetings may we continue to be lavished upon our lord Rosulullah SAW who has guided us out of the darkness of the era of ignorance to this path of light, namely addinul Islam. This thesis was written to obtain a Bachelor Degree on social Science Education Department, Faculty of Tarbiyah and Teacher Training at Maulana Malik Ibrahim State Islamic University of Malang.

This thesis is written far with perfect words, there are still many shortcomings that accompany the completion of this thesis. And this thesis Would not have been completed without the contributions and supports from many people. For that with all my heart I want to thank:

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Malang, 25th May 2021

Researcher,



Fais Fikrotul Zahiroh

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TRANSLATION GUIDELINES OF ARAB LATIN

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on the joint decree of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia no. 158 in 1987 and no. 0543 b / U / 1987 which can be broadly described as follows:

A. Consonant

Arab	Latin	Arab	Latin
ا	A	ط	Th
ب	B	ظ	Zh
ت	T	ع	'
ث	Ts	غ	Gh
ج	J	ف	F
ح	H	ق	Q
خ	Kh	ك	K
د	D	ل	L
ذ	Dz	م	M
ر	R	ن	N
ز	Z	و	W
Arab	Latin	Arab	Latin
ا	A	ط	Th
ب	B	ظ	Zh
ت	T	ع	'

ث	Ts	غ	Gh
ج	J	ف	F
ح	H	ق	Q
خ	Kh	ك	K
د	D	ل	L
ذ	Dz	م	M
ر	R	ن	N
ز	Z	و	W

B. Long Vowels

Vowel (a) long = â

Long vowel (i) = î

Long vowel (u) = û

C. Diphthong vocals

او = Aw

اي = Ay

او = U

اي = I

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ABSTRACT

Zahiroh, Fais Fikrotul. 2021. **The Effectiveness of Online Learning on Social Studies Subjects at MTs. Bahrul Ulum Genukwatu Jombang**. Thesis, Department of Social Studies Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of Maulana Malik Ibrahim Malang. Advisor: Prof. Dr. H. M Zainuddin, MA.

Keywords: Effectiveness, Online Learning, Social Studies subject

In March 2020, WHO has designated the Corona virus disease (Covid-19) as a global pandemic. The country of Indonesia has not escaped exposure to the Corona virus and has also experienced changes in various sectors, especially in the education sector. For this reason, the government issued a new policy, namely by issuing a policy of learning from home (online learning). As a school that adheres to government policies, MTs. Bahrul Ulum Genukwatu Jombang also carried out online learning to break the chain of spreading Covid-19.

This study aims to: (1) To describe the online learning program on social studies subject at MTs. Bahrul Ulum Genukwatu Jombang. (2) To describe the implementation of online learning program on social studies subject at MTs. Bahrul Ulum Genukwatu Jombang. (3) To describe the effectiveness of online learning on social studies subject at MTs. Bahrul Ulum Genukwatu Jombang.

This research uses qualitative research method with descriptive qualitative research type. The data collection techniques used were interviews, questionnaire and documentation. Data analysis techniques include data reduction, data presentation, and drawing conclusions or verification. The research sample was drawn using purposive sampling technique.

The results showed that: (1) The program of online learning on social studies Subject at MTs. Bahrul Ulum Genukwatu Jombang has been in accordance with government policies regarding learning that must be done from home. (2) The implementation of online learning program on social studies Subject at MTs. Bahrul Ulum Genukwatu Jombang is in accordance with the contents of the online Subject plans that have been made previously. (3) The effectiveness of online learning on social studies lessons at MTs. Bahrul Ulum Genukwatu Jombang can be said to be very effective by 90%.

ملخص البحث

الزاهرة، فائز فكرة. 2021. فعالية التعليم الافتراضي لدراسة العلوم الاجتماعية في المدرسة بحر العلوم المتوسطة الإسلامية غنوك واتو جومبانج. قسم تعليم العلوم الاجتماعية، كلية العلوم التربوية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الأستاذ الدكتور الحاج محمد زين الدين الماجستير

الكلمة الأساسية: فعالية، التعليم الافتراضي، العلوم الاجتماعية

ثبت جمعية الصحة العالمية أن جائحة الوباء كورونا (كوفيد-19) كجائحة عالمي في شهر مارس 2020. لاقتلت إندونيسيا من الضربة لوباء كورونا حتى تغيرا في كل قطاع، خاصة في قطاع التعليم. لذلك ثبت الحكومة سياسة جديدة وهي سياسة لتعلم من البيت (التعليم الافتراضي). بصفة المدرسة المطيعة على تقرير الحكومة فيطبق المدرسة بحر العلوم المتوسطة الإسلامية غنوك واتو جومبانج التعليم الافتراضي لقطع انتشار كوفيد-19.

والأهدف من هذا البحث منها: (1) لوصف أنشطة التعليم الافتراضي لدراسة العلوم الاجتماعية من المدرسة بحر العلوم المتوسطة الإسلامية غنوك واتو جومبانج. (2) لوصف تطبيق التعليم الافتراضي لدراسة العلوم الاجتماعية من المدرسة بحر العلوم المتوسطة الإسلامية غنوك واتو جومبانج. (3) لمعرفة فعالية التعليم الافتراضي لدراسة العلوم الاجتماعية من المدرسة بحر العلوم المتوسطة الإسلامية غنوك واتو جومبانج.

الطريقة المستخدمة في هذا البحث هي منهج البحث الكيفي بنوع البحث الكيفي الوصفي. طريقة جمع البيانات باستخدام المقابلة، الملاحظة، والوثائق. أما طريقة تحليلها باستخدام تخفيض البيانات، عرض البيانات، والخلاصة أوالتحقيق. اسلوب اختيار العينة باستخدام أخذ العينات الهادف.

دل نتائج البحث أن: (1) قد جرى أنشطة التعليم الافتراضي لدراسة العلوم الاجتماعية من المدرسة بحر العلوم المتوسطة الإسلامية غنوك واتو جومبانج بشكل جيد وبناء على خطة التدريس. (2) تطبيق التعليم الافتراضي لدراسة العلوم الاجتماعية من المدرسة بحر العلوم المتوسطة الإسلامية غنوك واتو جومبانج بناء على خطة التدريس التي صمم قبله. إن كان هناك محتوى السير مباحثه عرضة التلاميذ لتعلم الذاتي ثم يؤتبه الوظيفة. قام هذا الحال بممارسة تعلم التلاميذ المستقل. (3) يمكن القول أن فعالية التعليم الافتراضي لدراسة العلوم الاجتماعية من المدرسة بحر العلوم المتوسطة الإسلامية غنوك واتو جومبانج يقال أن عيسى فعال للغاية بنسبة تصل إلى 90٪.

CHAPTER I

INTRODUCTION

A. Research Context

In this era of globalization, not only technology is global, the virus also plays a role in the phenomenon of globalization. Globalization makes things easier to move. In fact, in March 2020 WHO has designated Corona virus disease (Covid-19) as a global pandemic. The increasingly unlimited space causes the spread of Covid-19 to accelerate. The virus, which originated in the city of Wuhan, China, weakens the immune system and attacks the human respiratory system, causing death. But not everyone who has contracted Covid-19 shows this indication, there is also the term OTG, which is people without symptoms.

In terms of clinical characteristics, the incubation period for COVID-19 is 1 to 14 days, and generally occurs on the third to the seventh day. Fever, fatigue and dry cough are common signs of a corona infection accompanied by symptoms such as stuffy nose, runny nose and diarrhea in some patients. Because some severe patients have no apparent difficulty breathing and present with hypoxaemia, there is a change in these guidelines to be In severe cases, dyspnea and / or hypoxemia usually occurs after one week after the onset of the disease, and the worse can quickly progress to the disease. acute respiratory distress syndrome, septic shock, intractable metabolic acidosis, and bleeding and coagulation dysfunction, etc..¹

The virus that emerged since the end of 2019 has claimed 476,911 lives, with 9,237,691 confirmed positive cases and 4,613,425 recovered people as of June 24, 2020.² The bad impact caused by the virus has also hit the world, not only in Indonesia. As a result of the paralysis of the Covid-19 economic sector. Many

¹ Safrizal ZA, Putra, D. I., Sofyan, S. & Bimo, *Pedoman Umum Menghadapi Pandemi Covid-19 Bagi Pemerintah Daerah. Pencegahan, Pengendalian, Diagnosis dan Manajemen*, Jakarta: Kementerian Dalam Negeri, 2020

² <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/> accessed on 24 March 2020 at 14:34 WIB

layoffs occur everywhere because companies are no longer able to pay their employees' salaries. The unemployment graph increases with the increase in the crime rate. No less great than the economic sector, Covid-19 also has a huge negative impact on the education sector in Indonesia. At the same time, as a solution to the global pandemic, the government has issued a work and study from home policy.

The Minister of Education and Culture of the Republic of Indonesia issued Circular Number 4 of 2020 concerning the Implementation of Education Policies in an Emergency for the Spread of Coronavirus (Covid-19) point 2, namely the learning process from home is carried out with the following conditions: 1) Home learning through online / distance learning is implemented to provide meaningful learning experiences for students, without being burdened with demands to complete all curriculum achievements for grade promotion and graduation; 2) Home learning can focus on life skills education, including related to the Covid-19 pandemic; 3) Activities and learning assignments from home may vary between students, according to their respective interests and conditions, including considering gaps in access / learning facilities at home; 4) Evidence or the results of learning activities from home are given qualitative feedback from a useful fan from the teacher, without the need to provide a quantitative score.³

Online learning is learning that uses internet networks with accessibility, connectivity, flexibility and the ability to generate different types of learning interactions.⁴ At the implementation level, online learning requires the support of mobile devices such as smartphones or android phones, laptops, computers, tablets, and iPhones that can be used to access information anytime and

³ Menteri Pendidikan dan Kebudayaan Republik Indonesia, Surat Edaran Nomor 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Penyakit *Coronavirus disease* (Covid-19), 2nd point.

⁴ Zhang et al, *Can e-learning replace classroom learning?* *ACM Communications, Research Journal*, Volume 47, Number 2, May 2004, p. 75-79

anywhere.⁵ In the era of the advancement of the industrial revolution 4.0, of course, online learning is very much needed.

The use of mobile technology has a major contribution to educational institutions, including the achievement of distance learning goals.⁶ Various media can also be used to support the implementation of online learning. For example, virtual classes use the Google Classes, Edmodo, and Schoology services.⁷ In addition, online learning can also be done on social media platforms such as WhatsApp, Facebook, line, even Instagram and YouTube through its live streaming feature.

The good news is, from online learning students are required to be more active and independent in finding and processing information provided by the teacher. Student activeness makes him learn more so that his exploration skills are honed and rich in knowledge. As educators, teachers are also required to be more creative in delivering learning through electronic learning media. Because if the teacher does not think more creatively, it is feared that the effectiveness of learning will not be achieved by students.

Seeing the phenomena in the field, MTs. Bahrul Ulum Genukwatu Jombang as a school that adheres to government regulations also implements online learning in all subjects including social studies starting in mid-March 2020. MTs. Bahrul Ulum Genukwatu Jombang is a private school located at Jln. MH Doktren no. 02 Genukwatu Village, Ngoro District, Jombang Regency, East Java Province. The school is 20 km from the city center. This school has 439 students with a total of 14 classes. The majority of students live in Genukwatu Village and around Genukwatu Village. Unfortunately, with online-based learning, there are still many students who complain about the implementation program of online

⁵ Gikas & Grant, *Mobile computing devices in higher education: Student perspectives on learning with mobile phones, smartphones & social media*. *Internet and Higher Education*, Research Journal, Volume 13, October 2013, p. 18-26

⁶ Korucu & Alkan, *Differences between m-learning (mobile learning) and e-learning, basic terminology and use of m-learning in education*, *Procedia - Social and Behavioral Sciences*, Journal of Research, Volume 15, 2011, p. 1925-1930

⁷ Enriquez, *Students' Perceptions of the Effectiveness of Using Edmodo as a Learning Supplement Tool*, DLSU Research Congress, 2015

learning because they are constrained by the internet network and the high cost of internet packages. Besides, the lack of skills of both teachers and students in the field of information technology is also an obstacle to achieving the effectiveness of online learning on social studies subjects in MTs. Bahrul Ulum Genukwatu Jombang.

According to Mr. Taufiq as a social studies subject at MTs. Bahrul Ulum Genukwatu Jombang, to get around this, MTs. Bahrul Ulum Genukwatu chose to use the Whats'app application as an online learning medium because it is considered the simplest online learning medium and does not consume a lot of internet quota. Even so, the learning material still cannot be conveyed perfectly due to the breadth of the learning material that must be delivered while the learning time is limited. Unlike in schools where teachers can freely explain subject matter by explaining directly in front of students, displaying or writing material on the blackboard, during online learning, the teacher can only instruct students to find information related to the subject matter or provide subject matter to read for learning purposes and assign assignments to be assessed later.⁸

Departing from this fact, researcher are interested in conducting research on the achievement of online-based learning about social studies at MTs. Bahrul Ulum Genukwatu with the title of the thesis "The Effectiveness of Online Learning on social Studies Subject at MTs. Bahrul Ulum Genukwatu Jombang".

B. Focus of The Research

1. How is the program of online learning on social studies subject at MTs. Bahrul Ulum Genukwatu Jombang?
2. How is the implementation of online learning program on social studies subject at MTs. Bahrul Ulum Genukwatu Jombang?
3. How is the effectiveness of online learning on social studies subject at MTs. Bahrul Ulum Genukwatu Jombang?

⁸ Interview with Mr. Taufiqurrohman, S.Pd. Social Studies Teacher at Mr. Taufiqurrohman's house in living room, On 23 February 2021 at 18.35 WIB

C. Objectives of The Research

1. To describe the program of online learning on social studies subject at MTs. Bahrul Ulum Genukwatu Jombang.
2. To describe the implementation of the online learning program on social studies subject at MTs. Bahrul Ulum Genukwatu Jombang.
3. To describe the effectiveness of online learning on social studies subject at MTs. Bahrul Ulum Genukwatu Jombang.

D. Significance of The Research

Based on the research objectives described above, it is hoped that the results of this study can provide realized benefits both theoretically and practically. applicable in the world of education, especially in MTs. Bahrul Ulum Genukwatu Jombang. The benefits expected from this research are:

1. Theoretical Use

Theoretically, this research is expected to enrich the results of research that has been held previously, and expand knowledge related to the effectiveness of online learning in social studies learning in MTs. Bahrul Ulum Genukwatu Jombang, as well as reference material and additional libraries at the Maulana Malik Ibrahim State Islamic University library in Malang.

2. Practical Use

a. For Institutions

Obtaining concrete information about the objective conditions of the institution regarding the effectiveness of online learning in social studies learning in MTs. Bahrul Ulum Genukwatu Jombang.

b. For Teachers

The results of this study can be used as evaluation material for social studies subject teachers and schools to improve their skills and expertise in delivering subjects online both during the Covid-19 pandemic and outside given the increasingly advanced technology, including technology in education. The results of this study can be

used as evaluation material for social studies subject teachers and schools to improve their skills and expertise in delivering Subjects online both during the Covid-19 pandemic and beyond considering that technology is advancing advanced, including technology in education

c. For Researchers

To increase knowledge, experience and insight into critical thinking in order to train skills, understand and analyze educational problems in accordance with the researcher's discipline, especially after entering the world of education.

E. Originality of The Research

The authenticity of the research contains comparisons in various different glasses so that it becomes a reference that is referred to from previous studies that have similar research substance. This aims to avoid repetition of previous studies so that research gaps have not been studied in previous studies and to avoid plagiarism. Based on the results of searches conducted by researcher, there are several previous studies that have relevance to research conducted by researcher and will be adopted by researcher, namely:

Research conducted by Nina Indriani. This research uses a descriptive qualitative approach and type of case study research. The purpose of this study was to determine (1) the effectiveness of social studies subjecton the implementation of field work practices (PKL) at MTsN 1 Malang, (2) the obstacles faced and how to overcome them in the implementation of field work practices (PKL) at MTsN 1 Malang. In this study, data collection using interview, observation and documentation method.

The results of this study indicate that the effectiveness of social studies subjectin the implementation of Field Work Practices (PKL) at MTsN 1 Malang is generally effective, and there are five indicators of the effectiveness of learning, namely; 1) Students use inquiry strategies and cooperative learning strategies with the team game tournament method, problem-based learning and lectures, 2) The

material prepared and delivered to students goes well and can be accepted by students, 3) Uses PowerPoint as a learning medium, 3)) Evaluating students so that the Social Studies subject increases, 5) The teaching style of the teacher and the teaching style of the students in practical field work (PKL).⁹

The second research is from Aldila Siddiq Hastomo. This study aims to determine the application of E-learning media in Islamic Education learning and to measure how effective the E-learning media is on students' Islamic Education learning achievement. The approach used in this research is descriptive qualitative in the form of a long description and final conclusions.

The results of this study indicate that: first, the application of e-learning in Islamic Religious Education learning at SMA Negeri 1 Yogyakarta does not fully use the e-learning system or conventional systems, but combines the two. In other words, the e-learning media acts as an alternative media to support the learning of Islamic Religious Education. This is done in order to achieve maximum learning objectives. Second, the application of e-learning media in PAI learning was declared effective on student achievement as evidenced by the results of a questionnaire distributed to students which showed that e-learning was very useful as a supporting medium in learning Islamic Religious Education. Because with e-learning media students can learn Islamic religious education material more intensively and independently. In addition to being easy to use, e-learning also provides a forum for discussion and content that is very influential on students in absorbing values about Islamic Education material both from cognitive, affective, and psychomotor aspects.¹⁰

The third research is from Mustakim. The research method used in this research is descriptive quantitative research. In this study, the data collection method used is by using simple random sampling technique by considering the homogeneity of the population. The data collection instrument used a

⁹ Nina Indriai, *Efektivitas Pembelajaran IPS pada Pelaksanaan Praktek Kerja Lapangan (PKL) di MTsN 1 Malang*, Skripsi: UIN Maulana Malik Ibrahim Malang, 2019

¹⁰ Aldila Shiddiq Hastono, *Efektivitas Media Pembelajaran E-Learning terhadap Prestasi Belajar Pendidikan Agama Islam Siswa di SMA Negeri 1 Yogyakarta*, Skripsi: UIN Sunan Kalijaga Yogyakarta, 2013

questionnaire containing closed, semi-closed, and open-ended questions that were distributed using google form. Data analysis used descriptive statistics with computerized assistance.

The results showed that students rated mathematics learning using online media as very effective (23.3%), most of them rated it as effective (46.7%), and rated it as normal (20%). Although there are also students who think online learning is ineffective (10%), and absolutely no (0%) think online learning is very ineffective.¹¹

The fourth research is from scientific journal by Ali Sadikin and Afreni Hamidah. This type of research is qualitative research. The purpose of this research is to describe the online learning held in the Biology Education Study Program, FKIP Jambi University as an effort to suppress the chain of Covid-19 spread in higher education. The research was conducted by first conducting a survey to students regarding the application of online learning. Data were collected by interview via zoom cloud meeting. Data analysis was performed using the interactive analysis technique of Miles & Huberman.

The results showed that: (1) students already have the basic facilities needed to take part in online learning; (2) online learning has flexibility in its implementation and is able to encourage independent learning and motivation to be more active in learning; and (3) distance learning encourages the emergence of social distancing behavior and minimizes the appearance of student crowds so that it is considered to reduce the potential for the spread of Covid-19 in tertiary institutions. Weak supervision of students, lack of strong signals in remote areas, and high quota fees are challenges in online learning. Increasing independent learning, interest and motivation, courage to present ideas and questions are other advantages of online learning.¹²

¹¹ Mustakim, *Efektivitas Pembelajaran Berani Menggunakan Media online Selama Pandemi Covid-19 pada Mata Pelajaran Matematika 2020*, Jurnal Penelitian, Volume 2, Nomor 1, Mei 2020, p. 1-10

¹² Ali Sadikin dan Afreni Hamidah, *Pembelajaran Daring di Tengah Wabah Covid-19*, Jurnal Penelitian, Volume 6, Nomor 2, Tahun 2020, p. 214-221

The fifth, research by Briliannur Dwi C, et al. The purpose of this study is to obtain information about the effectiveness of the online learning process during the Covid-19 pandemic. This study uses a qualitative exploration method with an inductive approach.

From the results of this study, the results show that e-learning will continue to be carried out considering the incomplete Covid-19 outbreak in Indonesia and helping prevent the spread of Covid-19 so that until now it has not been determined when to return to school for face-to-face learning. The lack of facilities and infrastructure which is influenced by economic factors and the unpreparedness of technology is also an obstacle in the progress of learning activities online so that the learning outcomes provided by students are not 100% smooth or effective.¹³

From previous studies that have relevance to this study, researcher found several similarities and differences in findings that will differentiate from previous studies which are presented in the following table:

Table 1. 1 Research Originality

No.	Previous research	Similarity	Diversification	Research Originality
1.	Nina Indriani, <i>"Efektivitas Pembelajaran IPS pada Pelaksanaan Praktek Kerja Lapangan (PKL) di MTsN</i>	Both use a qualitative approach and test the effectiveness of social studies learning	The subjects of this study were 8th grade students who attended MTsN 1 Malang. This research focuses on the	The subjects of this study were students of class VII who attended MTs. Bahrul Ulum Genukwatu Jombang. This research

¹³ Briliannur Dwi C. dkk, *Analisis Keefektifan Pembelajaran online di Masa Pandemi Covid-19*, Jurnal Penelitian, Tahun 2020, p. 1-37

	<i>1 Malang“,</i> (Thesis, 2019)		level of understanding of students on social studies subject that is conveyed by students in field work	focuses on the level of students' understanding of online learning on social studies Subjects
2.	Aldila Siddiq Hastomo, “ <i>Efektivitas Media Pembelajaran E-Learning terhadap Prestasi Belajar Pendidikan Agama Islam Siswa di SMA Negeri 1 Yogyakarta</i> ”, (Thesis, 2013)	Both use a qualitative approach and research online learning	The research subjects in this study were students of SMA Negeri 1 Yogyakarta. This research took place in Yogyakarta. The subject studied was Islamic Religious Education (PAI).	The research subjects in this study were students of MTs Bahrul Ulum Genukwatu Jombang. This research took place in Jombang. The subjects studied were Social studies (IPS).
3.	Mustakim, ” <i>Efektivitas Pembelajaran Daring Menggunakan Media Online Selama</i>	Equally researching the effectiveness of online learning	The approach used in this research is descriptive quantitative. The research subjects in this	The approach used in this research is descriptive qualitative. The research subjects in this

	<i>Pandemi Covid-19 pada Mata Pelajaran Matematika</i> ”, (Journal, 2020)		study were students of SMA Negeri 1 Wajo. The subject studied is Mathematics,	study were students of MTs Bahrul Ulum Genukwatu Jombang. The subjects studied are Social studies (IPS).
4.	Ali Sadikin and Afreni Hamidah, “ <i>Pembelajaran Daring di Tengah Wabah Covid-19</i> ”, (Scientific Journal, 2020)	Both use a qualitative approach and online learning research	The research subjects in this study were students of the Biology Education Study Program, FKIP Jambi University. Focusing on all learning in the Biology Education study program, FKIP Jambi University.	The research subjects in this study were students of MTs Bahrul Ulum Genukwatu. Focus on studying Social studies at MTs Bahrul Ulum Genukwatu Jombang
5.	Briliannur Dwi C, et al, “ <i>Analisis Keefektifan</i>	Both use a qualitative approach	The research subjects in this study were students,	The research subjects in this study were students of

	<i>Pembelajaran Online di Masa Pandemi Covid-19”, (Journal, 2020)</i>		teachers and parents at SD Banyuajuh 6 Kamal. Focuses on all learning in SD	MTs Bahrul Ulum Genukwatu Jombang. Focus on learning Social studies (IPS) at MTs Bahrul Ulum Genukwatu Jombang
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Based on the description above, the researcher shows that there are differences between the research that will be carried out by the researcher and the previous research. The difference has shown in the table that the researcher has described above, therefore in this study the researcher takes the title “The Effectiveness of Online Learning on Social Studies Subject at MTs. Bahrul Ulum Genukwatu Jombang”.

F. Definitions of Key Terms

As a reference for understanding the contents of this study, the researcher has provided an explanation so that there is no misinterpretation of terms. Here's an explanation of these key terms:

1. Effectiveness

An effort to achieve the results / goals that have been set in accordance with the plans that have been made previously.

2. Online Learning

A learning that takes place or occurs in an internet network where the teacher and the teacher do not meet face to face or meet face to face.

3. Social Studies Subject (IPS)

It is a compulsory subject at the basic education level that stands alone as an integration of a number of social science disciplines, humanities, science and even various social and life problems.

G. Systematic of Discussion

As an illustration, to clarify the writing of this study, the researcher provide a systematic discussion with several parts. The division is as follows:

CHAPTER I: contains an introduction that discusses the probability of research or the substance of the researcher in the writing of this research which is stated in the research background, research focus, research benefits, research originality, and systematic discussion.

CHAPTER II: contains a literature review which will provide a complex explanation. Explanation of the research sub-topics include: the effectiveness of learning, online learning, and social studies subjects.

CHAPTER III: contains research method which include the approach and type of research, the presence of researcher, research settings, data and data sources, data collection techniques, data analysis, data validity and research procedures.

CHAPTER IV: Contains descriptions including: Geographical location of MTs. Bahrul Ulum Genukwatu, MTs profile. Bahrul Ulum Genukwatu, a brief history of MTs. Bahrul Ulum Genukwatu and its development, vision, mission, objectives, management structure, student data in the last four years, facilities and infrastructure. The results of the research include: 1) Online learning process on social studies subjectat MTs. Bahrul Ulum Genukwatu Jombang, 2) Implementation of online learning on social studies subjectat MTs. Bahrul Ulum Genukwatu Jombang, 3) the effectiveness of online learning on social studies subjectat MTs. Bahrul Ulum Genukwatu Jombang.

CHAPTER V: contains about the discussion of the research results that have been shown by the integration of theory. This chapter will explain the results of the research discussion which includes: 1) The online learning process on social studies subjectat MTs. Bahrul Ulum Genukwatu Jombang, 2) Implementation of online learning on social studies subjectat MTs. Bahrul Ulum Genukwatu

Jombang, 3) The effectiveness of online learning on social studies subjectat MTs.
Bahrul Ulum Genukwatu Jombang.

CHAPTER VI: This chapter will explain the conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED RESEARCH

A. Theoretical Perspective

1. Learning Effectiveness

a. Learning understanding

In the Indonesian Smart Dictionary the word effectiveness comes from the word effective which means there is influence, effective, efficacious, and so on.¹⁴ Meanwhile, Siagian argues that Effectiveness is the use of resources, facilities and infrastructure in a certain amount which is determined consciously in advance to produce a number of goods for services from the activities it carries out. Effectiveness indicates success in terms of achieving targets or not. If the results of the activity are close to the target, it means that their effectiveness is getting higher.¹⁵

Steers explained that effectiveness is a series of program efforts as a system with certain resources and means to meet its goals and objectives without crippling these methods and resources and without putting undue pressure on their implementation. Learning requires careful planning, making learning tools, choosing strategies, media, techniques, learning models, and evaluation of learning, all of which are mutually sustainable. It is necessary to use an effective and innovative learning model so that learning can be more varied and run smoothly. The use of the learning model is also adjusted to the material to be taught so that the compatibility between the two of them and all the components is correct.¹⁶

From some of the opinions above, it can be concluded that effectiveness is the level of success of an activity, method, or business

¹⁴Sulchan Yasin, Loc. Cit

¹⁵ Siagian Sondang P, *Kiat Meningkatkan Produktivitas Kerja*, (Jakarta: PT. Rineke Cipta, 2002)

¹⁶ Richard M Steers, Richard M Steers, *Managing Effective Organizations*, (Boston: Kent Pulb Comb, 1985), p. 857

in accordance with what has been previously planned or targeted. In other words, effectiveness is a condition that shows the extent to which a plan can be implemented. The more plans that are implemented according to the target, the more effective the method, business or activity will be.

b. The essence of learning effectiveness

Learning is a series of events that can affect individuals in such a way that it will make it easier for individuals to learn. In general, effectiveness theory is goal-oriented. This is according to some expert opinion. Etzioni, that effectiveness is the extent to which the organization achieves its goals.¹⁷

The effectiveness of learning is one of the quality standards of education and is often measured by the achievement of goals, or it can also be interpreted as the accuracy in managing a situation, "doing the right thing".¹⁸ Meanwhile, according to Astim, the effectiveness of learning is defined as effective.¹⁹ In this case, which means efforts that produce results or produce useful and directed learning for students or students, through procedures (strategies and methods, materials, media, evaluation, and appropriate teacher teaching styles.

The effectiveness of learning can be divided into two types, namely:

1) Teacher teaching effectiveness

Planned to be carried out well. By itself this principle must pay attention to the ability of teachers, so that efforts to increase the completeness of each program need attention.

2) Student learning effectiveness

With the learning objectives that are expected to have been achieved through teaching and learning activities

¹⁷Nina Indriani, *Loc. Cit*

¹⁸Miarso, Yusufhadi. *Menyemai Benih Teknologi Pendidikan*, Jakarta: Kencana, 2004

¹⁹Astim Riyanto, *Proses Belajar Mengajar Efektif di Perguruan Tinggi*, (Bandung: Yapemdo, 2003), p. 6

carried out. Improvement efforts are generally carried out by selecting the type of methods / methods and tools that are considered the most effective to be used in order to achieve the expected goals.²⁰

c. Learning effectiveness indicator

According to Sinambela in Fadillasari, the effectiveness of learning is the activeness of students involved in organizing and attaching to the information provided. There are four indicators of learning effectiveness according to Sinambela, namely:

- 1) Learning completeness attainment.
- 2) The achievement of student activities is the achievement of the ideal time used by students to carry out each activity contained in the learning plan.
- 3) Teacher achievement in managing learning.
- 4) Students' positive response to learning.²¹

According to Slavin's learning effectiveness indicators, there are four indicators that we can use to measure the effectiveness of learning. The four indicators are:²²

- 1) Teaching Quality.

The quality of teaching is the extent to which the presentation of information or the ability to help students easily learn the material. The quality of teaching can be seen from the learning process and results. The learning process is seen from the suitability between teacher activities and student activities with the learning steps used. While the learning outcomes are seen from students' learning

²⁰Aan Komariyah and Cepi Triatna, *Kepemimpinan Visioner Menuju Sekolah Efektif*, (Bandung: Bumi Aksara, 2005), p. 34

²¹Sinambela, N.J.M.P. *Keefektifan Model Pembelajaran Berdasarkan Masalah (Problem-Based Instruction) dalam Pembelajaran Matematika untuk Pokok Bahasan Sistem Linier dan Kuadrat di Kelas X SMA Negeri 2 Rantau Selatan Sumatera Utara*. Tesis. Surabaya: Program Pasca Sarjana Universitas Negeri Surabaya, 2006, p.78

²²Triwibowo, *Deskripsi Efektivitas Discovery Learning pada Pembelajaran Matematika di SMP Muhammadiyah 5 Purbalingga dan SMP Negeri 2 Rembang*, Jurnal Pendidikan Matematika. Volume8, Nomor 6, 2015, p.7-10

completeness. According to Suryosubroto, learning is said to be complete if there are at least 85% of students who achieve absorption, namely KKM (Minimum Completion Criteria).²³

2) The Right Level of Teaching

The appropriate level of teaching is the extent to which the teacher ensures that students are ready to learn a new lesson, meaning the skills and knowledge needed to learn it but have not yet acquired the lesson. The appropriate level of teaching is seen from students' learning readiness. According to Slameto, student readiness can be seen from 3 aspects, namely:

- a) physical, mental, and emotional conditions.
- b) Needs, motives, and goals
- c) skills, knowledge, and other understanding that has been learned.²⁴ The appropriate level of teaching is said to be effective when students are ready to take part in learning, seen from the criteria of student readiness at least good.

3) Incentive

Incentives are the extent to which the teacher ensures that students are motivated to work on teaching assignments and the material that is being presented. Incentives are seen from teacher activities in providing motivation to students. Slameto stated that there are four things that teachers can do to motivate students, namely:

- a) Generating encouragement to students to learn.
- b) Explain in concrete terms to students what can be done at the end of teaching.

²³Suryosubroto, *Proses Belajar Mengajar di Sekolah*, (Jakarta: Rhineka Cipta, 2009)

²⁴Slameto, *Belajar & Faktor-Faktor Yang Mempengaruhinya*, (Jakarta: PT Rineka Cipta, 2010), p.57

- c) Providing rewards for achievements so that it can stimulate to achieve better achievements in the future.²⁵

Incentives are said to be effective if the teacher's efforts in providing motivation are maximized, seen from the minimum teacher incentive criteria.

4) Time

Time is the extent to which students are given enough time to study the material being taught. Learning can be said to be effective if students can complete learning in accordance with the specified time allocation. According to Sinambela, observed student activities related to the use of student time include the following aspects:

- a) Initial preparation of learning
- b) Receiving material
- c) Train your own abilities
- d) Developing material that has been studied
- e) Closing

The effectiveness of learning method is related to size the success rate of a learning process. The effectiveness criteria in this study refer to:

- 1) Learning can be said to be complete if at least 75% of the total students have obtained a score of ≥ 60 in improving learning outcomes.
- 2) The learning method is said to be effective in increasing if student learning outcomes show a significant difference between understanding after learning.
- 3) The learning method is said to be effective if it can increase interest and motivation if after learning students become more motivated to learn more actively and obtain better

²⁵Slameto. Loc. Cit.

learning outcomes and students learn in pleasant conditions.²⁶

In his thesis, Yosafat Donny divided learning effectiveness into five indicators, namely: (1) teacher behavior, (2) learning media, (3) teaching methods, (4) time utilization, (5) student behavior.²⁷

In interpreting the effectiveness of each space, it gives different meanings according to the point of view and interests of each. So effectiveness is the suitability between students who carry out tasks with student goals.²⁸ Degeng stated that there are four criteria used in determining the effectiveness of learning 1) Accuracy of Mastery The more careful the students are, the more careful the students are in mastering the learned behavior, the more effective the learning will be. The level of accuracy can be indicated by the number of errors in solving the problem. 2) Speed of performance The amount of time it takes to solve a particular problem. In this case, performance can be used as an indicator to determine the effectiveness of learning. 3) Speed of Transfer of Learning The ability of students to improve learning from what has been mastered then move on to other things that are similar or similar. 4) Retention Level 13 The level of ability in solving questions that can still be displayed after a certain period of time.²⁹

Hamalik stated that there are several strategies in the teaching and learning process so that learning becomes more effective, namely: (1) Making more effective use of

²⁶Ahmad Muhli, *Efektivitas Pembelajaran*, (Jakarta: Wordpress, 2012), p.10

²⁷ Yosafat Donny Y. P, *Pengaruh Efektivitas Pembelajaran Terhadap Prestasi Belajar Pemeliharaan Dan Servis Sistem Bahan Bakar Bensin Siswa Kelas Xi Program Keahlian Mekanik Otomotif Di SMK Piri 1 Yogyakarta Tahun Ajaran 2009/2010*, Skripai, Tahun 2011, p. 33

²⁸E Mulyasa, *Manajemen Berbasis Sekolah*, (Bandung: Remaja Roesdakarya, 2004), p. 82

²⁹ Degeng, NS, *Teori Belajar dan Pembelajaran*, (Universitas PGRI Adi Buana Surabaya, 2005), p. 19

educational technology, both related to the use of instructional media and those related to the use of computers in the learning system. , (2) Based on experience, (3) Utilizing various modular forms that provide opportunities for students to learn more independently, (4) Giving students the opportunity to solve their own problems, (5) Enabling students as the center of activities, (6) Emphasizing mastery learning material as a whole, (7) Utilizing the teacher as an education team responsible for guiding a group of students,³⁰

d. Factors affecting the effectiveness of learning

Of course learning cannot simply achieve its effectiveness.

There are certain factors that cause learning to be effective, namely:

- 1) Learning strategies and methods
- 2) Learning materials
- 3) Learning Media
- 4) Learning evaluation
- 5) Teacher teaching style

2. Online learning

a. An understanding of online learning

The word online learning comes from two words, namely online, which means an activity or service that is available or carried out using the internet or other internet networks.³¹, while the word learning means knowledge gained from reading and learning³². So it can be said that online learning is a teaching and learning process that utilizes the internet and digital media in delivering material to students. Online learning can be done remotely and near.

³⁰ Oemar Hamalik, *Psikologi Belajar dan Mengajar*, (Bandung: Sinar Baru, 1991), p. 1-3

³¹ <https://www.oxfordlearnersdictionaries.com/> accessed on 02 September 2020 at 10:37

³² *Ibid*

Meanwhile, according to Meidawati, online learning is formal education organized by schools where students and teachers are in separate locations so that it requires an interactive telecommunications system that connects the two of the various resources needed in it. Online learning can be done from anywhere and at any time depending on the availability of the supporting tools used.³³

Research put forward by Zhang et al., Shows that the use of internet and multimedia technology is able to change the way of conveying knowledge and can be an alternative to learning carried out in traditional classrooms. Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions.³⁴

According to Syarifudin , online learning can be used as a distance learning solution when a natural disaster occurs. As happens when the government establishes a social distancing policy. Social distancing is implemented by the government in order to limit human interaction and prevent people from crowding in order to avoid the spread of the COVID-19 virus. This policy makes teaching and learning activities in a face-to-face context temporarily suspended. The government is replacing learning with an online learning system through existing online learning applications. With this policy, online learning, which previously was not maximally applied, becomes the only choice of learning forms.³⁵

The emergence of online learning systems as a form of utilizing telecommunications technology for learning activities in the midst of the Covid-19 pandemic is an effective strategy so that the learning process continues even though from different places. The term online

³³ Pohan, A. E Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah (CV. SARNU UNTUNG), p.2

³⁴Zhang et al, *Loc. Cit.*

³⁵Syarifudin, A.S Syarifudin, A. S., *Impelementasi Pembelajaran Daring Untuk Meningkatkan Mutu Pendidikan Sebagai Dampak Diterapkannya Social Distancing*, Journal of Indonesian Language and Literature Education Metalingua, 5 (1), 2020, p.31-34

is an acronym for “online”. So online learning is either an online learning method or is done via the internet network. In implementing online learning as a form of distance learning for students, it is mandatory to prioritize two principles, namely: (1) No harm, where learning carried out online does not create more stress and anxiety for students and their families, (2) Realistic,

In the era of the advancement of the industrial revolution 4.0, of course, online learning is very much needed. According to Khan BH, explaining that there are several activities that must be present in online learning, namely: (1) Increasing student attention, (2) Delivering learning objectives to students, (3) Encouraging students' recollection of the information they have learned, (4) Presenting stimuli specifically, (5) Providing learning instructions, (6) Obtaining student performance, (7) Providing informative feedback, (8) Assessing student performance levels, (9) Increasing retention and transfer of learning.³⁶

b. Factors that influence online learning

There are several factors that affect online learning, namely:

1) Internal factors

a) Interest

According to Gie, interest has a role in "Giving birth to immediate attention, facilitating the creation of concentration of attention, and preventing distraction from outside".³⁷ Kemudian Hilfard in Slameto stated that Interest is persisting tendency to pay attention to and enjoy the same activities and or content.³⁸ Slameto in Asmani says that: “Interest is a feeling of preference

³⁶Khan, BH, *Web Based Instruction, Educational Technology Publications*.(New Jersey: Englewood Cliffs, 1997)

³⁷Gie, The Liang, *Cara Belajar Yang Baik Bagi Mahasiswa*, (Yogyakarta: Gajah Mada Press, 2004), p. 57

³⁸Slameto, *Belajar & Faktor-Faktor Yang Mempengaruhinya*, (Jakarta: PT Rineka Cipta, 2010) p. 57

and interest in a certain thing or activity, without being told.³⁹

b) Motivation

In addition to having needs, humans also have the will and hope that will be fulfilled to reduce the tension that lies within them. The impulse that creates a willingness in a person to do something is what is meant by motivation.⁴⁰ According to the MC. Donald who was quoted by Oemar Hamalik stated that "Motivation is a change in energy in a person (person) which is characterized by the emergence of feelings and reactions to achieve goals".⁴¹

2) External factors

a) Internet network availability

An adequate internet network is one of the factors that support the success of online learning. The internet network itself can be obtained through cellular operators or Wi-Fi. If the internet network is inadequate it can interfere with online learning.

b) Availability of hardware

At the implementation level, online learning requires the support of mobile devices such as smartphones or android phones, laptops, computers, tablets, and iPhones that can be used to access information anytime and anywhere.⁴²

c) Software availability

The use of mobile technology has a major contribution to educational institutions, including the

³⁹Asmani, Jamal, M, *Jurus-jurus Belajar Efektif Untuk SMP dan SMA*, (Yogyakarta: DIVA Press, 2009) p. 32

⁴⁰ M. Ngalim Purwanto, *Prinsip-Prinsip Dan Teknik Evaluasi Pembelajaran*, (PT.Remaja Rosda Karya, 2010)

⁴¹ Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: PT. Bumi Aksara, 2008)

⁴²Gikas & Grant, *Loc. Cit*

achievement of distance learning goals.⁴³ Various media can also be used to support the implementation of online learning. For example, virtual classes use the Google Classes, Edmodo, and Schoology services.⁴⁴ Online learning can also be carried out using the Zoom, Webex or Google meet application to hold video conferences between teachers and students. This platform can not only be used to conduct video conferences with one or two people but up to 100 members so this application is suitable for use in online learning. In addition, online learning can also be done on social media platforms such as WhatsApp, Facebook, line, even Instagram and YouTube, although through the live streaming feature.

d) Operator

Operator refers to the person in charge of using the infrastructure, running systems and applications and creating content. Either teacher, learner or both can function as operators in online learning.⁴⁵

e) Teacher creativity

According to Cece Wijaya, one of the problems faced in the world of education is fostering teacher creativity. Teacher creativity in the teaching and learning process has an important role in motivating student learning.⁴⁶

Al-Girl provides an explanation about creative teachers. A creative teacher is a person who masters science (expert), has autonomy in the classroom (learning). Creative teachers set goals, intentions, build basic skills, encourage the achievement of certain

⁴³Korucu & Alkan, *Loc. Cit*

⁴⁴Enriquez, *Loc. Cit*

⁴⁵Trisnadewi, K., & Muliani, *Pembelajaran Daring di Masa Pandemi Covid-19. COVID-19: Perspektif Pendidikan, educational journal*, P. 41

⁴⁶Cece Wijaya, *Kemampuan Dasar Guru Dalam Proses Belajar. Mengajar*. (Bandung: PT Remaja Rosda karya, 1991), p. 189

knowledge, stimulate curiosity and exploration, build motivation, encourage self-confidence and dare to take risks, focus on mastery of knowledge and competition, support a positive outlook, provide balance and opportunity to choose and find, develop self-management (abilities or metacognitive skills), organize learning using various techniques and strategies to facilitate the birth of creative appearance [manifestation], build an environment conducive to the growth of creativity, and encourage imagination and fantasy.⁴⁷

f) Content

In the Big Indonesian Dictionary (KBBI), Content is information available through media or electronic products. Content refers to learning material or information created by the teacher.⁴⁸

g) Environment

The environment also influences the effectiveness of online learning. An environment that is not conducive, such as a noisy atmosphere and unpleasant smell, can certainly reduce the quality of online learning. This requires a safe and comfortable environment so that online learning can run smoothly.

c. The advantages of online learning

The implementation of online learning during a pandemic certainly provides benefits that can help the learning process. Here is described kadvantages from the application of online learning during the pandemic period both from the perspective of the teacher and from the learner and related literature review.

1) Avoid the corona virus

⁴⁷AI-Girl, Tan, *Creativity: A Handbook for Teacher*, (New Jersey: World Scientific, 2007)

⁴⁸Trisnadewi, K., & Muliani, NM, *Loc. Cit*

The main benefit of learning online during a pandemic is avoiding the corona virus. Online learning is implemented as a substitute for face-to-face learning to avoid physical contact between learner and teacher. Health is a valuable treasure and knowledge is the key to success. Online learning is the safest way out during a pandemic to stay healthy while actively gaining knowledge.

2) Cost efficiency

In face-to-face learning on campus, both students and teachers will pay costs which include travel costs from home to campus, food costs, cosmetic costs and housing costs for those who live overseas and own a house that is a distance from campus. The application of online learning, of course, reduces these costs.

3) The relationship with the family becomes closer.

The Covid-19 pandemic requires us to stay at home and limit our activities outside the home. The majority of the time we spend 24 hours a day is at home with our family. Of course this will make the relationship with the family even closer because they spend more time together.

4) Appreciate time more.

For some people, the implementation of learning at home is busier than before. The positive side that is given is that we are more able to appreciate time. Time management is also honed in the implementation of this online learning.

5) Paperless

The use of paper in online learning has been replaced by networks. This is positive in terms of paper usage. There is no more use of paper in online learning because everything is stored on the network.

6) All activities are recorded

With online learning, all activities that occur during learning take place and are recorded neatly in the network. No need to be afraid of forgetting about what has been done, what was done, when it was carried out, and who was present during the Subject. Just need proficiency in the use of technology and everything related to recording can be done.

7) Equitable delivery of material.

Video learning as one of the online learning allows equitable delivery of material to all learners. The delivery of material in face-to-face learning is adapted to the learning situation and conditions so that it is often uneven between classes.⁴⁹

d. Drawbacks of online learning

Online learning has many advantages in the learning process, but besides the advantages there are several weaknesses faced by both teachers and learners from the implementation of online learning during the pandemic period and from literature review

1) Cyber crime

The development of technology is like a double-edged knife. On the one hand, technology can make human work easier, but on the other hand, technology can cause major disasters for humans. Crimes appear in the gaps in the available technology. According to Komang Trisnadewi & Ni Made Mulian, cyber crime is currently a threat to online learning. The hacking of personal information is carried out by irresponsible parties. Personal information that has been hacked is misused to harm technology users.

2) Lacking internet connection

⁴⁹*Ibid*, p. 43-46

The internet is a problem for the majority of people. There is no internet so there is no online learning either. The instability of the internet connection is certainly very disruptive to learning, especially if online learning is taking place. As revealed from the survey results Gunawan et al. The obstacles that most often arise during the implementation of online learning are internet packages that are not owned by students, limited internet access by lecturers and students, and they are not used to online learning. The internet is for online learning like the heart to the human body, if the heart does not beat then humans will die. If the internet does not exist, online learning cannot be done.

3) Do not understand the use of technology.

The ability to use technology is absolutely necessary in this online learning. For those who are not very familiar or interested in technology, it is certainly a big challenge in online learning. As long as there is a will there is a way. Often the obstacle is the unwillingness to study technology.

4) Standardization and effectiveness of learning

In online learning, duplication of assignments made by students is unavoidable and sometimes uncontrollable. Due to the large amount of information obtained from the internet, sometimes students just copy it and immediately collect it as an assignment without rewriting it with their own understanding. Sometimes many assignments are also given by the teacher so that the effectiveness of learning becomes a question.

5) Lack of interaction in learning

The interaction between teacher and learner is needed in learning so that teachers can assess the cognitive, affective and psychomotor abilities of learners as a whole. In online

learning, many factors cause a lack of learning interaction, one of which is that poor internet signals can slow down teacher reactions in responding to student questions and vice versa.⁵⁰

3. Social Studies Subject (IPS)

a. Definition of Social studies (IPS)

Social studies (IPS) subjects in SMP and MTs are one of the subjects that must be taken by SMP and MTs students as expressed by Sapriya that IPS in the school curriculum (educational unit) is essentially a compulsory subject as stated in the Law. Number 20 of 2003 concerning the National Education System in article 37 which states that the primary and secondary education curriculum is obliged to contain social studies.⁵¹

According to Dadang Supardan's records, the IPS embryo appeared for the first time at the Civic Education seminar in Tawangmangu Solo in 1972. Based on this report, there are three terms used interchangeably, namely Social studies, Social Studies, and Social studies, and formally began to be used in the national education system in the 1975 curriculum.⁵²

In the curriculum document, IPS is one of the names of subjects given to primary and secondary education, which is an integration of history, geography, economics and other social subjects. The emergence of this term is inseparable from an attempt to align itself with the term Natural Sciences (IPA) which consists of biology, chemistry, and physics.⁵³

As a subject, the characteristic of social studies is the integrated nature of history, geography, economics, and other social studies

⁵⁰*Ibid*, p. 47-48

⁵¹Sapriya, *Pendidikan IPS: Konsep dan Pembelajaran*, (Bandung: PT. Remaja Rosdakarya, 2009), p. 12

⁵²Dadang Supardan, *Pembelajaran Ilmu Pengetahuan Sosial Perspektif Filosofi dan Kurikulum*. (Jakarta: Bumi Aksara, 2015), p. 17

⁵³ Sapriya, *Loc. Cit*

subjects. The goal of its integration is to make social studies more meaningful for students so that the organization of materials / materials is adjusted to the environment, characteristics, and needs of students. Therefore, in its development, various approaches that are oriented towards the needs of students have emerged, such as student centered, integrated approach, social problem based approach, bradfield approach, and so on.⁵⁴

Mulyono gave his basis that in terms of social studies, it is an interdisciplinary approach (Inter-disciplinary Approach) of social studies subjects. Social studies are an integration of various branches of social studies, such as sociology, cultural anthropology, social psychology, history, geography, economics, political science, and so on. So, it can be concluded that IPS is the result of a combination or the result of a combination of a number of subjects such as: geography, economics, history, sociology, anthropology, politics.⁵⁵

IPS (Social studies) or often called *Social Sciences*, is the name of a subject that stands alone as an integration of a number of concepts on social studies, humanities, science and even various social issues and problems of life. Social studies material for Elementary School level does not show aspects of the disciplines because what is more important is the pedagogic and psychological dimensions as well as the characteristics of students' thinking abilities which are *holistic*.⁵⁶

Social studies or IPS is an integration of social studies branches which include economics, history, sociology, geography, politics, law and culture which are formulated on the basis of social realities and phenomena and manifested in a cross-disciplinary approach from its aspects and branches. science. social. Social studies is an integration of various scientific disciplines so that the scope of material and

⁵⁴ *Ibid*

⁵⁵ Saidihardjo & Sumadi HS., *Konsep Dasar Ilmu Pengetahuan Sosial*, ed.1, (Yogyakarta: FIP IKIP, 1996) p. 2.

⁵⁶ Tim Penyusun Jurusan Pendidikan Pengetahuan Sosial FPIPS UPI, *Pendalaman Materi Dan Metodologi Pembelajaran Ilmu Pengetahuan Sosial SD/MI* (Bandung: UPI, 2010).

teaching is broad.⁵⁷ According to Wachidmurni IPS is a subject that comes from various social studies that are selected and integrated for the benefit of education and learning in schools.⁵⁸

Several experts provide a definition of the notion of IPS, including:

a. Prof. Nu'man Somantri

Social studies at the school level is a simplification of the disciplines of social studies, psychology, philosophy, state ideology, and religion which are organized and presented scientifically and psychologically for educational purposes.⁵⁹

b. National Council for Social Studies (NCSS)

IPS is social studies is the integrated study of the science and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences.⁶⁰

c. Ross

Subject-centered approaches argue that the Social Studies curriculum derives its content and purposes from disciplines taught in higher education. Some advocates would limit Social Studies curriculum to the study of traditional history and geography while others would also include the traditional social studies (eg, anthropology, economics, political science, sociology, psychology). Still other would inter and multidisciplinary areas such as ethnic

⁵⁷Trianto, *Model Pembelajaran Terpadu*, (Jakarta: PT Bumi Aksara, 2010), p. 171

⁵⁸Wahidmurni, *Metodologi Pembelajaran IPS*, (Yogyakarta: Ar-Ruzz Media, 2017), p. 15

⁵⁹Nu'man Sumantri, *Pembaharuan Pendidikan IPS*, (Bandung: PT. Remaja Rosdakarya, 2001), p. 44

⁶⁰ Sapriya, *Loc.Cit*

studies, law, women's studies, cultural studies, and gay / lesbian studies.⁶¹

From the various kinds of opinions expressed by experts, it is in essence the social studies subject for SMP and MTs levels is an assimilation and simplification of various disciplines of social studies which are arranged in a coherent and integrated manner. With this approach, students are expected to be able to absorb a broader and deeper understanding.

b. The objectives of social studies (IPS)

Social studies (IPS) subjects in SMP and MTs in Indonesia have one of the objectives of developing awareness and concern for society and the environment as stated in Permendiknas No. 22 of 2006.⁶² According to Awna Mutakin, it is stated that the purpose of social studies education is to develop the potential of students to social problems that occur in society, have a positive mental attitude towards correcting any imbalances that occur, and are skilled in overcoming daily problems that occur. happened to themselves and society. Social studies subject can equip students to solve problems related to individuals, communities, the environment, and nationalities according to the times. Social studies subject is needed to mature students to achieve success on social life.⁶³

There are several objectives of social studies in America as expressed by Ross, namely Social Studies in the broadest sense, that is, the preparation of young people so that they possess the knowledge, skills, and values necessary for active participation in society, has been a primary part of schooling in North America since colonial times.⁶⁴

⁶¹E. Wayne Ross, *The Social Studies Curriculum: Purposes, Problems, and Possibilities*. (New York: State University of New York Press, 2006), p. 22

⁶²Supardi, *Dasar-dasar Ilmu Sosial*, (Yogyakarta: PT Ombak, 2011), p. 185

⁶³ *Ibid*

⁶⁴E. Wayne Ross, *Op.Cit*, p. 18

Likewise with the objectives of social studies subjects in Indonesia at the SMP and MTs levels, as expressed by Arnie Fajar, namely: a) Develop thinking skills, inquiry, problem solving, and social skills; b) Build commitment and awareness of human values; c) Increase the ability to compete and cooperate in a pluralistic society, both on a national and international scale.⁶⁵

Muhammad Numan Somantri defines and formulates the objectives of social studies at the school level as a subject, namely 1) emphasizing the growth of civic values, state moral ideology, and religion; 2) emphasizing the content and thinking methods of social scientists; and 3) emphasizing on reflective inquiry.⁶⁶

c. Characteristics of Social studies (IPS)

Social studies subjects in SMP / MTs schools have the following characteristics: Social studies at the SMP / MTs level have various disciplines including geography, economics, history, sociology, politics, law and culture.

- 1) Competency Standards and Basic Competencies of Social studies are packaged in several topics with certain themes which are formed according to the discussion.
- 2) Competency Standards and Basic Competencies of Social studies discuss existing social problems in accordance with reality by using an interdisciplinary and multidisciplinary approach.
- 3) Competency Standards and Basic Competencies of Social studies have a lot to do with social phenomena in people's lives with the principle of cause and effect and the way of fulfilling human life.⁶⁷

⁶⁵ Arnie Fajar, *Portofolio dalam Pembelajaran IPS*, (Bandung: PT. Remaja Rosdakarya, 2005), P. 114

⁶⁶ Nu'man Sumantri, *Loc.Cit*

⁶⁷ Supardi, *Loc.Cit*

d. The scope of social studies learning

The 2013 IPS curriculum for SMP / MTs is a subject that examines social problems with elements of learning in the context of events, facts, concepts, and generalizations. The themes studied on social studies are phenomena that occur in society, past, present and future. At the junior high school level, social studies subjects contain geography, sociology, history and economics. Through social studies learning, students are expected to become citizens of Indonesia who are democratic, responsible and peace-loving.⁶⁸

Arnie Fajar explained some of the scopes of social studies subjects in SMP and MTs that can be studied by students, namely as follows:

- 1) Social and Cultural Systems.
- 2) People, Place, and Environment.
- 3) Economic Behavior and Welfare.
- 4) Time, Sustainability and Change.
- 5) National and State Systems.⁶⁹

Supardi explained and formulated several things about the scope of IPS based on the meaning and objectives in Permendiknas No. 22 of 2006, namely:

- 1) IPS study material is a combination or integration of various branches of social studies and humanities, so that it will be more meaningful and contextual if the IPS material is designed in an integrated manner.
- 2) IPS material is also related to social and national issues, along with the development of science and technology, as well as the demands of the global world.

⁶⁸Dadang Supardan, *Loc.Cit*

⁶⁹ Arnie Fajar, *Loc.Cit*

- 3) The types of social studies material can be in the form of facts, concepts, and generalizations, also related to cognitive, affective, psychomotor aspects and spiritual values.⁷⁰

4. Implementation of Education in Covid-19 Emergency Situations

Starting January 2021, the face-to-face learning policy starts with the issuance of permits by the regional government/regional/Kemenag offices, and continues with tiered permits from the education unit and parents. Principles of education policy during the COVID-19 pandemic:

- a. The health and safety of students, educators, education staff, families, and the community is a top priority.
- b. The growth and development of students and psychosocial conditions also become consideration in the fulfillment of educational services during the COVID-19 pandemic.

Factors that need to be considered by local governments in granting face-to-face learning permits

- a. The level of risk of spreading COVID-19 in the region.
- b. Readiness of health service facilities.
- c. Readiness of the education unit in carrying out face-to-face learning in accordance with the checklist.
- d. Access to learning resources/ease of learning from home (LFH).
- e. Psychosocial conditions of students.
- f. The need for education services for children whose parents/guardians work outside the home.
- g. Availability of safe transportation access to and from education units.
- h. The residence of the residents of the education unit.
- i. Mobility of citizens between districts/cities, sub-districts, and wards/villages.
- j. Regional geographical conditions.

⁷⁰ Supardi, *Op.Cit*, p. 186

Face-to-face learning in education units is still only allowed for educational units that have met the checklist, namely:

- a. Availability of sanitation and hygiene facilities, such as clean and proper toilets, facilities for washing hands with soap with running water or hand sanitizers, and disinfectants.
- b. Able to access health service facilities.
- c. Readiness to apply mandatory masks.
- d. Has a thermogun.
- e. Obtain approval from the school committee/parent/guardian representative.⁷¹

B. Research Framework

Application of online learning at MTs. Bahrul Ulum Genukwatu Jombang was originally a form of school compliance with the regulations of the Ministry of Health of the Republic of Indonesia, which called for learning from home to makeshare the chain of the spread of Covid-19. That way students can still carry out their activities in the midst of a pandemic. With online learning students can learn with unlimited time and place.

Online learning can be said to be effective if the learning objectives are achieved. Whether there is student learning outcomes or not is influenced by two factors, namely internal factors and external factors. To find out whether a Subject is effective or not, a learning evaluation must be carried out. If a teacher often conducts learning evaluations then it is not impossible if the level of effectiveness of the learning obtained will also be higher.

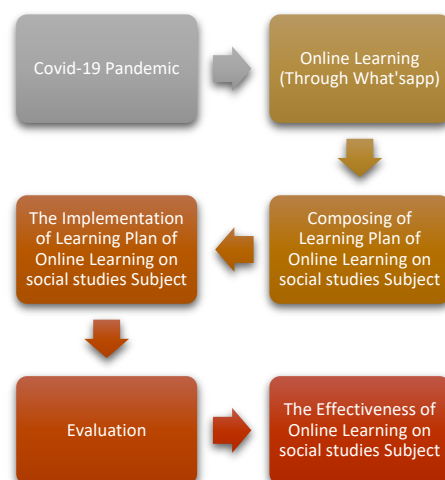
It is important to include a frame of mind in a study in order to make it easier for readers to understand the flow of the research. Thinking framework is the basis used to express the flow of social phenomena under study logically and rationally so that it can describe the research problem. The theoretical points used can be

⁷¹ Panduan Pembelajaran pada Semester Genap Tahun Ajaran dan Tahun Akademik 2020/2021 di Masa Pandemi COVID-19

used to explain or analyze the phenomenon under study, after the researcher searches the reading material.⁷²

The research framework entitled "The Effectiveness of Online Learning on social Studies subject at MTs. Bahrul Ulum Genukwatu Jombang "can be seen in the following chart:

Picture 2. 1 Research Roadmap



⁷² Hamidi, *Metode Penelitian Kualitatif*, (Malang: UMM Press, 2008), p. 91

CHAPTER III

RESEARCH METHOD

A. Approach and Design Research

Based on research conducted by researcher, namely the effectiveness of online learning on social studies subject at MTs Bahrul Ulum Genukwatu Jombang, researcher used a qualitative approach. With this type of descriptive qualitative research. A qualitative approach with this type of descriptive research is used as a research procedure that can produce descriptive data in the form of words, pictures and not numbers. This descriptive qualitative is a research method that seeks to describe and interpret objects in accordance with existing facts.

This type of research used in this research is a case study. This is in line with the opinion of Mudjia Rahardjo in his book case studies in qualitative research which states that a case study is a series of scientific activities carried out intensively, in detail, and in depth about a program, events and activities in the field. individual, group, institution or organization level to gain in-depth knowledge about the event. Usually selected events, hereinafter referred to as cases, are real-life events, which are ongoing, not something that has passed.⁷³

In this study, researcher tried to find out how the effectiveness of online learning on social studies subjectat MTs Bahrul Ulum Genukwatu Jombang. With this research, it is hoped that data can be obtained in accordance with the phenomena or conditions in the field such as the online learning process, the implementation of online learning program and the obstacles faced during online learning on social studies subjectat MTs. Bahrul Ulum Genukwatu Jombang.

⁷³ Mudjia Rahardjo, *Studi Kasus dalam Penelitian Kualitatif: Konsep dan Prosedurnya*, (Malang: Program Pascasarjana UIN Malang, 2017), p. 3

The selection of case studies here aims to determine whether online learning is effective or not on social studies subject at MTs. Bahrul Ulum Genukwatu Jombang.

B. Attendance of The Researcher

The approach used in this research is qualitative, therefore the existence of the researcher is very important. The presence of researcher in the field is the main instrument in collecting data directly. Qualitative research must be fully aware that it is a planner, collector of data collection, data analysis, as well as a reporter of research results.⁷⁴ As a key instrument, the presence and involvement of researcher in the field are more likely to discover the meaning and interpretation of research subjects compared to using non-human tools (questionnaires).⁷⁵

Therefore, researcher will be present directly to find, collect, and analyze data related to the form of planning, implementation, impact, and effectiveness of online learning on social studies subject at MTs. Bahrul Ulum Genukwatu Jombang. In this study, researcher will try their best to create harmonious relationships and establish the best possible communication with all informants so that researcher can dig up accurate data without being covered by the informants. Because, the most important thing from qualitative research is that we can get information naturally without any engineering provided by the informants.

C. Settings of The Research

This research is located at MTs. Bahrul Ulum Genukwatu Jombang which is located at Jln. Doktren MH. not. 02 Genukwatu Village, Ngoro District, Jombang Regency, East Java Province. This school is included in the Bahrul Ulum foundation where in one foundation there are several other schools such as Genukwatu Early Childhood Education (PAUD), Raudlatul Athfal Muslimat (RAM) Genukwatu, and Madrasah Ibtidaiyah Islamiyah (MII) Genukwatu.

⁷⁴ *Ibid.*, P. 7

⁷⁵ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan Rnd*, (Bandung: Alfabeta, 2008), p. 223

The researcher's reason chose the school in this location to conduct research because previously the researcher had carried out fieldwork practice (PKL) in this school so that the researcher knew that in this school there were problems that became the background for the research, namely : With this online-based learning, there are still many students who complain about the implementation of online learning program because they are constrained by the internet network and the high cost of internet packages. Besides, the lack of skills of both teachers and students in the field of information technology is also an obstacle to achieving the effectiveness of online learning on social studies subjects in MTs. Bahrul Ulum Genukwatu Jombang. That's way researcher hope to be more transformative, collaborative and educative to contribute suggestions for solving problems in it.

D. Data and Data Sources

Data is a fact or description about something that can be used as material to compile information. Information is news which is the result of data processing.⁷⁶ While the data source is the subject where data can be retrieved, retrieved and collected. In this case what is meant by data sources in research is the subject from which the data was obtained.⁷⁷ The data source consists of two parts, namely:

a. Primary Data Sources

Primary data is data obtained, processed and presented by the researcher from the main source.⁷⁸ To obtain this data, the researcher will later obtain from field questionnaire, notes, and interviews with people who will be able to provide broad and real information, such as social studies subject teachers, and class VII MTs students. Bahrul Ulum Genukwatu Jombang.

b. Secondary Data Sources

⁷⁶Triyono, *Metodologi Penelitian Pendidikan*, (Yogyakarta: Ombak, 2010), p. 202

⁷⁷Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 172

⁷⁸ Hadari Nawawi & Mimi Martiwi, *Applied Research*, (Jakarta: Rineka Cipta, 2002), p. 107

Secondary data is data obtained, processed and presented by other parties or in the form of publications or journals.⁷⁹ This data is usually in the form of images, documents and objects that are used to support primary data or as supplementary data.

The data sources in this study consisted of two sources, namely human and non-human. Human data sources serve as subjects or key informants. Meanwhile, non-human data sources are documents that are relevant to the focus of the research, such as archives, photos, meeting notes or writings related to the research focus that serve as support and complement to human data sources.

E. Technique of Data collection

Data collection techniques are the methods used by researcher in collecting research data. According to Sugiyono, data collection techniques are the most important stage in research, because the main objective in research is to get data. Without knowing data collection techniques, researcher will not get data that is in accordance with predetermined standards.⁸⁰ The success of the research depends on the data collection techniques used by the researcher, therefore the choice of data collection techniques greatly affects the results of the data obtained.

In this study, researcher used a case study technique. Which has the following characteristics; 1) Explaining first the search for scientific truth by looking for the average frequency of events or the average diversity of individuals or in other words emphasizing the depth and integrity of the object to be and being researched as the main consideration in determining the importance of drawing conclusions; 2). The target of research studies can be: individuals, groups, educational institutions, communities and so on.⁸¹ The following are some of the data collection techniques used in this study:

1. Questionnaire

⁷⁹*Ibid.*, P. 108

⁸⁰Sugiyono, *Op. Cit*, p. 308

⁸¹Noeng Muhadjir, *Metodologi Penelitian Kualitatif*, (Yogyakarta: Rake Sarasin, 1996), p. 38

Arikunto defines that the questionnaire is a collection of several statements based on variable indicators that are used to obtain information from a respondent related to his personality.⁸² In this study a questionnaire was used to determine the online learning system. This questionnaire is distributed both online and offline aimed at respondents intentionally to provide answers to these statements, either in the form of responses, opinions, or beliefs that are in accordance with the topic under study.

Sampling is based on random sampling technique. If the number of respondents is less than 100, all samples are taken so that the research is a population study. Meanwhile, if the number of respondents is more than 100, then the sampling is 10% - 15% or 20% -25% or more.⁸³ Some of the reasons for sampling are:

- a. The ability of researchers seen from the time, energy and funds
- b. The area of observation is narrow for each subject, because this involves a lot of data
- c. It is easier to distribute the questionnaire because the number has been determined.

Based on this opinion, the sampling in this study is 10% of the existing population, because the total population exceeds 100, namely 150 students. Means $150 \times 10\% / 100 = 15$, so the sample used in this study were 15 students.

2. Interview

The interview is a conversation with a specific purpose and the conversation is carried out by two parties, namely the interviewer who asks the question and the interviewee provides the answer to the question.⁸⁴ Moleong stated that the interview is a conversation, an oral question and answer between two or more people who are sitting opposite physically and directed to a certain problem. Interviews involve two parties with different functions, namely information pursuers or questionnaires called

⁸² Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta:Rineka Cipta,2010), p.194

⁸³ Arikunto, *Op. Cit*, p.112

⁸⁴ Lexy J. Moleong. *Op.Cit*, p. 186

interviews or interviewers, and other parties who function as information givers (interviews or informants).⁸⁵

Judging from the implementation, interviews are divided into three types, namely guided interviews, free interviews and free guided interviews. In this study, researcher used a type of free guided interview in which the researcher had prepared an outline of the questions before interviewing the informants. That way the direction of the question will be controlled. Researcher conducted this interview to obtain data about how the process, implementation and effectiveness of online learning in MTs social studies learning. Bahrul Ulum Genukwatu Jombang.

Sampling is based on purposive sampling technique. According to Sugiyono, purposive sampling is a sampling technique with certain considerations. This purposive sampling technique is a non-probability sampling where the sampling is not done randomly, cluster or strata, but based on certain criteria that have been set by the researcher.⁸⁶

The criteria that have been determined by the researcher in taking the sample using purposive sampling technique are: 1) the sample is a class VII MTs student. Bahrul Ulum Genukwatu; 2) the sample is one representative from each class VII A, B, C, D and E MTs. Bahrul Ulum Genukwatu Jombang who came from the class administrator. Based on the criteria determined by the researcher, the research samples were obtained as follows: 1) the number of students in class VII MTs. Bahrul Ulum Genukwatu is 150 students; 2) the number of representatives from each class VII A, B, C, D and E MTs. Bahrul Ulum Genukwatu Jombang who came from the class management was 5 students.

Interviews were conducted with resource persons as stated in the primary data source, namely social studies subject teachers, and grade VII students of MTs. Bahrul Ulum Genukwatu Jombang online and offline. It is hoped that the interview can run well, openly, in-depth and thoroughly

⁸⁵Kartini Kartono, *Pengantar Metodologi Riset Sosial*, (Bandung: Mandar Maju, 1996), p. 187

⁸⁶ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan RnD*, (Bandung: Alfabeta, 2015), p.126

while still paying attention to the outline of the interview topic guidelines as written below:

Table 3. 1 Research Interview Plan

No.	Interviewees	Interview guidelines
1.	IPS Subject Teacher at MTs. Bahrul Ulum Genukwatu	<ul style="list-style-type: none"> ▪ Online learning program ▪ Implementation of online learning ▪ Online learning techniques ▪ Factors supporting and inhibiting online learning ▪ Positive and negative impacts of online learning ▪ Effectiveness of online learning
2.	Class VII students of MTs. Bahrul Ulum Genukwatu	<ul style="list-style-type: none"> ▪ Ability of students to adapt in online learning ▪ Student understanding of the material delivered during online learning pembelajaran ▪ Factors supporting and inhibiting online learning ▪ Positive and negative impacts of online learning

3. Documentation

Documentation method is any written material or film that was not made at the request of the researcher, while recording is a written question prepared by a person or institution for testing or incident purposes. In other words, a document is a record of events that have been passed.⁸⁷ According to Sugiyono, the document is one of the supporting methods in the field to complement the previous media strengthening methods. This data collection method is a way to produce important notes related to the problem under study, so that complete, valid, and not based on rationale data will be obtained.⁸⁸ Documents are records of events that have been passed, can be in the form of writings, pictures, or someone's monumental work.⁸⁹

⁸⁷Djunaidi Ghoni, *Metode Penelitian Kualitatif*, (Jakarta: Ar-Ruzz Media: 2012), p. 199

⁸⁸ Basrowi and Suwandi, *Memahami Penelitian Kualitatif*, (Jakarta: Rineka Cipta, 2008), p. 209

⁸⁹Sugiyono, *Op. Cit*, p. 329

With the documentation method, what is observed is not living things but inanimate objects. That is the reason why researcher choose to use this method. Because documents are a stable source of information, they are good at reflecting on the situation that occurred and can be reanalyzed without undergoing any changes. Therefore, researcher chose to use the documentation method to obtain data that supports research related to how the process, implementation and effectiveness of online learning on social studies subjectat MTs. Bahrul Ulum Genukwatu Jombang

F. Technique of Data analysis

Data analysis is the process of collecting, categorizing data, looking for patterns or themes with a view to understanding their meaning.⁹⁰Data analysis in qualitative research is carried out when data collection takes place and after data collection is complete within a certain period of time. Data analysis techniques in this study will use data analysis techniques Milles and Huberman's model where they reveal that activities in qualitative data analysis are carried out interactively and continuously until completion. Activities in data analysis are data reduction, data presentation, and drawing conclusions or verification.⁹¹

a. Data Reduction

Data reduction means summarizing, selecting main points, focusing on important things, looking for themes and patterns and not using things that are deemed unnecessary. Thus the reduced data will provide a clearer picture and make it easier for researcher to collect further data.⁹²In reducing data, each researcher will be guided by the goals to be achieved. The main objective of qualitative research is findings. Therefore, if the researcher in this study finds something that is considered foreign, unknown, or does not have a pattern, the researcher must pay attention to this in reducing the data.⁹³

⁹⁰Nasution, *Metode Penelitian Naturalistik Kualitatif*, (Bandung: Transiti, 2002), p. 72

⁹¹Sugiyono, *Op. Cit*, p. 337

⁹²Sugiyono, *Op.Cit*, p. 338

⁹³Iskandar, *Metodologi Penelitian Pendidikan dan Sosial (Kualitatif dan Kuantitatif)*, (Jakarta: Gaung Persada Press: 2009), p. 220

b. Data Presentation

After the data is reduced, the next step is to present the data. By presenting the data, the data will be organized and arranged in a relationship pattern, so that the data is easy to understand.⁹⁴In presenting the data, the researcher used narrative text. So that the sentences that are designed will be arranged systematically by combining information arranged in a form that has integrity. So that researcher will find it easier to draw conclusions.

c. Conclusion or Verification

The final stage after the data is reduced and presented is drawing conclusions or verification, namely the researcher's interpretation of the interview findings or documents. According to Moleong, the initial conclusions put forward are still temporary and will change if no strong supporting evidence is found at the next data collection stage. However, if the conclusions put forward at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.⁹⁵

G. Checking of Data Validity

Data validity is the delivery of data obtained in research to determine whether the data can be accounted for or not. Qualitative research makes researcher an instrument. Hence, it is most likely to occur natively in research. Therefore, to avoid this, it is advisable to test the validity of the data. Checking the validity of the data in qualitative research includes: credibility, dependability, confirmability, and transferability.⁹⁶

a. Credibility

Credibility is the researcher's effort to ensure the validity of the data by confirming the data obtained by the research conducted. The aim is to prove that what the researcher observes is in accordance with what actually happened to the object of research.⁹⁷

⁹⁴Sugiyono, *Op. Cit*, p. 341

⁹⁵Moleong, *Op. Cit*, p. 248

⁹⁶Sugiyono, *Op. Cit*, p. 336

⁹⁷Nasution, *Op. Cit*, p. 105-108

b. Triangulation

What is meant by triangulation is checking data from various sources in various ways and at different times.⁹⁸ The triangulation used by researcher in this study was the triangulation of data sources and data collection techniques. Researcher triangulate data sources by checking the data obtained from several sources. So not only for the principal, for example, but also from teachers, even students. Then the triangulation of data collection techniques that researcher did by checking data to the same source but with different techniques. For example, the researcher initially obtained data from the interview results, the researcher rechecked the truth through observation or documentation.

c. Persistence

Dependability is defined as the effort made by independent auditors or supervisors to audit the overall activities of researcher in conducting research.⁹⁹ This effort is made so that data remains valid and avoid errors in formulating research results, and so that research findings can be defended or can be scientifically accounted for.

d. Confirmation

In qualitative research, confirmability is similar to dependability, so testing is carried out concurrently. In this study, confirmation activities were carried out concurrently with dependence. Testing confirmability means testing the results of research related to the process being carried out.¹⁰⁰ In this process the researcher prepares the necessary materials such as: field notes about the form of planning, implementation, and evaluation at the research location.

e. Transferability

This transfer value relates to the question, the extent to which the research results can be applied or used in other situations.¹⁰¹ So this effort was carried out with the aim of proving the results of research conducted

⁹⁸*Ibid.*, p. 370

⁹⁹*Ibid.*, P. 377

¹⁰⁰*Ibid.*, P. 378

¹⁰¹*Ibid.*, P. 379

at MTs. Bahrul Ulum Genukwatu Jombang, which can be changed or moved to another research setting. Therefore, here the researcher tries to find and gather about the similarity of contexts related to this research.

H. Research procedure

Moeloeng argues that in qualitative research there are four core stages, namely: the pre-field research stage, the field activity stage, the data analysis stage, and the research report writing stage.¹⁰²

1. Pre-field research stages

This stage is the stage of determining the direction of the research. Includes activities to determine the focus of research, alignment of the background with the theory used, exploration of the research context, determining the location of research relevant to the research title and requesting a pre-field research permit from UIN Maulana Malik Ibrahim Malang to be given to MTs. Bahrul Ulum Genukwatu, met with the principal and the principal of the MTs curriculum. Bahrul Ulum Genukwatu to submit a pre-research permit and discuss research topics.

2. Stages of field work

This stage includes interviewing, observing and documenting sources as well as problems in the field that have been found. Met the social studies teacher and several grade VIIe MTs students. Bahrul Ulum Genukwatu to collect data or information related to the research focus and meet with the head or administrative staff to record the supporting data needed in the research.

3. Data Analysis Stages

This stage includes data organizing and processing activities carried out through the process of interviewing, questionnaire and documentation, then interpreting it according to the research context. After that, all the data obtained is reduced and the data relevant to the problem under study is selected. Furthermore, the selected data is checked for its validity by checking the data sources and methods used

¹⁰²Moleong, *Op. Cit*, p. 30

to obtain data as truly valid and accountable data as a basis and material for giving meaning or interpreting data which is the process of determining in understanding the research context.

4. Report writing stage

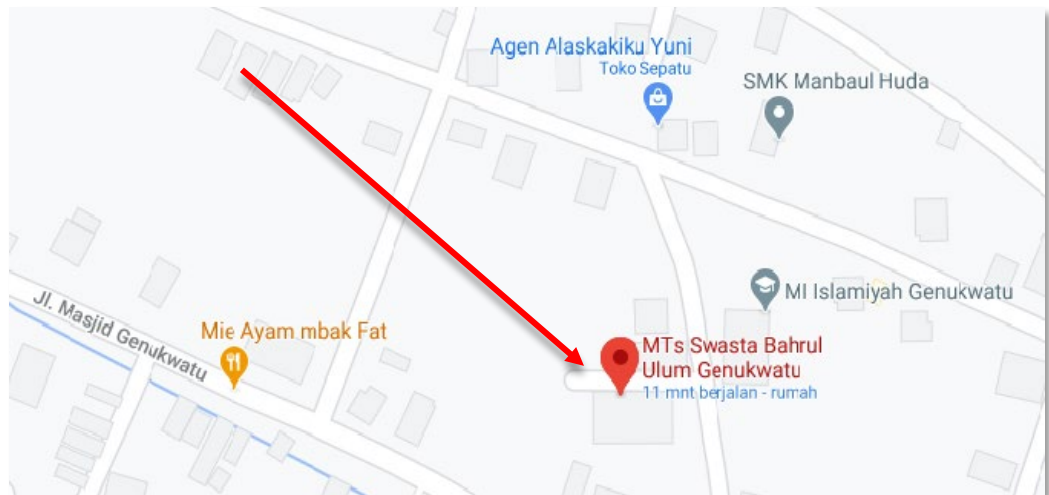
This stage is including the activities of compiling research results from all research processes and presenting data in narrative form so that conclusions can be drawn, consultation of research results to supervisors and refinement of research results.

CHAPTER IV

DATA EXPOSURE AND RESEARCH RESULTS

A. Data Exposure

1. MTs. Bahrul Ulum Genukwatu Jombang Geographical Location



Picture 4. 1 MTs. Bahrul Ulum Genukwatu Jombang Geographical Location

2. Profile of MTs. Bahrul Ulum Genukwatu Jombang

Madrasah name	: MTs. Bahrul Ulum Genukwatu
Madrasah Statistics Number (NSM)	: 121235170073
Accreditation Status	: A
School address	: Jl. Doktren MH. 02 Genukwatu
sub-district	: Ngoro
Districts	: Jombang
Province	: East Java
Postal code	: 61473
NPWP	: 0.402.262.0.602.000
Head master	: H. Moh. Mahrus, BA
No. TLP / HP	: 08165483201/085259578173

Foundation name	: YPI Bahrul Ulum Genukwatu
Foundation address	: Jl. Doktren MH. 02 Genukwatu
No. Phone Foundation / HP	: 081359704786 / 0321-710752
No. Foundation Establishment	: 73/2015
Deed	
Year of Establishment of	: 1965
Madrasah	
Ownership of Land	: Foundation
Land Status	: Certified
Surface area	: 3680 m ²
Building Status	: Foundation / Certified
Building area	: 1155 m ²

3. Brief History of MTs. Bahrul Ulum Genukwatu Jombang and Its Development

MTs Bahrul ulum was founded on January 1, 1965, founded by the elders of PP. Tambak Beras include K. Najib Hasbullah, KH. Ahmad al Fatih, KH. Samsul Huda, and also supported by Genukwatu hamlet figures, such as: KH. Shodiq muslih, H. Abu Bakr, Ust. Ismail, Ust. Nasuhan, KH. Abdur Rahman.

The name MTs Bahrul Ulum itself comes from PP figures. Tambak Beras which is also a branch of PP. Bahrul ulum Tambak Beras itself. At the beginning of its establishment the curriculum used was the Islamic boarding school curriculum, which prioritized boarding Subjects including: Salaf Pole, spiritual activities such as Istighosah, etc. Because at that time more of the teachers had an Islamic boarding school education background.

After the existence of a joint decree (SKB) in 1975 this MTs used the government curriculum, although it did not eliminate the characteristics of Islamic boarding schools. The government curriculum used at MTs Bahrul Ulum includes: Mathematics, English, Indonesian, Physics, Sociology &

Geography, Pkn, History, etc. Besides teaching and learning activities, MTs Bahrul Ulum Genukwatu also has extracurricular activities including: Qur'an recitation, speeches, scouts, and cooperatives.

At first there were dozens of students at MTs Bahrul ulum and the uniform used by the girls at that time wore a finger / sarong, while the boys wore regular pants, until 1977 all students were already wearing student uniforms like now.

On the way MTs. Bahrul Ulum has experienced ups and downs regarding the number of students and has experienced class vacancies of 1 level but this did not affect the existence of MTs Bahrul Ulum itself, so that in 1984, by PP Tambak rice it was made a filial madrasah MTsn Tambak rice.

In 2013, MTs. Bahrul Ulum Genukwatu status has been recognized by the government and accredited A with SK.BAP-S / M Number: 115 / BAP-SM / TU / XII / 2013. Then appointed by the Ministry of Religion to become Sub District 64 whose members are private madrasahs in the Ngoro sub-district. Since then MTs. Bahrul Ulum has experienced very rapid development. Currently, the number of students has reached hundreds, this cannot be separated from the hard work of various parties at MTs. Bahrul Ulum Genukwatu.

In 2019, MTs. Bahrul Ulum Genukwatu received the second accreditation. Which accreditation from the beginning until now has remained accredited A. Since then, the Ministry of Religion appointed MTs. Bahrul Ulum Genukwatu as KKM (Madrasah Working Group) which consists of all madrasahs located in Ngoro sub-district.

Until now, MTs. Bahrul Ulum Genukwatu continues to show its development, both physically and non-physically. Since its first accreditation MTs. Bahrul Ulum Genukwatu presents excellent classes with additional Subjects in the form of Youth Scientific Work (KIR) and journalist classes. Besides that, MTs. Bahrul Ulum Genukwatu also has extra-curricular drumband, banjari, sports, speeches, PMR, Scouts,

Theater, Calligraphy, Qur'an recitation. Not to be missed, the MTs students inscribed the celebration. There are also many Bahrul Ulum Genukwatu, both in the academic and non-academic fields, such as the number of students who won in competitions.

4. Vision

The vision of MTs Bahrul Ulum Genukwatu was formulated in reference to the objectives of secondary education, namely to increase intelligence, knowledge, personality, noble morals, and skills to live independently and follow further education. Besides, it is prepared with reference to the demands of the SKL Education Unit. Oriented to the potential, development, needs and interests of students, regional, national and international interests, and oriented to the development of science, technology and art. It is hoped that the vision of MTs Bahrul Ulum Genukwatu can provide inspiration and challenges in increasing achievement in a sustainable manner to achieve excellence. Encourage the enthusiasm and commitment of all members of MTs Bahrul Ulum Genukwatu to improve the quality of education processes and outcomes.

The vision of MTs Bahrul Ulum Genukwatu is as follows:

“ISLAMIC, BERILMU, CREATIVE, DYNAMIC AND ENJOY KARIMAH ”

This vision is realized with the following indicators:

1. Making Islamic teachings and values as a way of life, attitude to life and life skills in everyday life.
2. Have the knowledge to continue education to a higher level.
3. Have competitiveness in the achievements of the PAI, Science, Arabic, and Bible Reading Olympics at the local, national, and international levels.
4. Having competitiveness in artistic and sports achievements.
5. Have a high concern for the environment.
6. Have independence, ability to adapt and survive in their environment.

7. Has a comfortable and conducive Madrasah environment for learning.

5. Mission

To realize this vision, the missions designed and carried out by MTs Bahrul Ulum Genukwatu are as follows:

1. Organizing a learning process that is oriented towards strengthening faith as the foundation of life.
2. Increase academic potential in accordance with the potential that is owned.
3. Prepare graduates who have understanding and experience in the field of religious and general sciences as a provision for life in society.
4. Preparing a generation that is virtuous and useful for religion, nation and state as well as developing pesantren traditions towards character education.

To realize the vision and mission, MTs Bahrul Ulum Genukwatu Jombang Jombang applies the following achievement strategies:

1. Developing a culture and academic behavior among madrasah members so as to achieve a dynamic learning environment.
2. Developing superior culture and behavior within the framework of professionalism and exemplary among fellow madrasa members so as to create a learning environment that is cool, harmonious, and promotes the interests of the institution
3. Creating a learning environment that is accountable, reliable, and contextually supportive of competency-based learning
4. Developing educational services for all by providing the widest possible opportunity for educators and education personnel as well as students to develop and develop their skills.
5. Developing the maximum potential of students in the form of self-development so that reliable and competitive graduates are obtained
6. Set goals and carry out goals consequently with a commitment to move forward together.

7. Developing the CALISTUNG culture (reading, writing, and arithmetic) of the entire madrasa community
8. Continuously upgrading the competence of educators and educational staff
9. Develop partnerships with stakeholders and external parties with an interest in the world of education

6. Purpose

To carry out the strategy for achieving the vision and mission, MTs Bahrul Ulum Genukwatu formulates detailed objectives in general and specific goals, as well as short, medium and long term goals that can be seen in the following table:

Table 4. 1 Purpose of the Education Unit

PURPOSE	PURPOSE DESCRIPTION
Short-term	<ol style="list-style-type: none"> a. Increase in academic achievement of subjects b. Increase in non-academic achievement in sports and arts c. Strengthening superior class programs based on science and journalism d. Strengthening habituation and superior programs typical of the pesantren e. The self-habituaton program is developed in an integrated manner with the BK program and self-development f. class is equipped with an LCD projector for learning (30%) g. Teachers are able to apply ICT-based learning (75%) h. IT-based learning outcomes reporting i. Filled classrooms

Intermediate	<ul style="list-style-type: none"> a. Has a more ideal classroom b. class is equipped with an LCD projector for learning (50%) c. Teachers are able to apply ICT-based learning (100%) d. Development of IT-based learning outcomes reports
Long	<ul style="list-style-type: none"> a. All inputs are selected via a special test line (Preferred screening and Featured screening) b. have excellent classes with an introduction to foreign language learning (Arabic / English) c. class is equipped with an LCD projector for learning (75%) d. Madrasah go national as a private MTs accredited A. e. Has a Learning Resource center and digital library and is connected to the online library network f. Having a website permanently as a medium of communication with stakeholders g. ICT-based learning outcomes report and has an SMS Gateway h. Has complete and ideal infrastructure.

7. Educators and education personnel

Table 4.2 Number of educators and educational personnel

No.	Teacher / Staff	Amount
Educator		
1.	Permanent seconded civil servant teachers	1
2.	Permanent Teacher (Foundation)	22
3.	Temporary Teacher (GTT)	5

Education Personnel		
1.	Permanent Employees (Foundation)	6
2.	Temporary employees	0

8. Management Composition

The foundation's president	: H. Umar Sanusi
Head master	: H. Moh. Mahrus, BA
Deputy Head of Madrasah	: Prawito
Head of administration	: Swandi
Administration Staff	: 1. Irwan Hermanto 2. Siti Jannatul Firdaus, S.Pd 3. Amirul Aziz
Cleanliness	: Misbahudin
Curriculum Waka	: Didik Budi Santoso, S.Pd
Student Assistant	: Murtadlo
Waka Humasy	: Anti Niswatin Hasanah, S.Pd
Development Time	: Ahmad Muthohar
Laboratory Manager	: Riski Yuni Suryana, S.Pd
Library Manager	: Ika Imroatul Luthfiyah
Religious	: Nuril anwar, A.Ma
Arts / Theater	: Muayah, S.Pd
BP / BK	: Elok Faiqotul Hikmah, S.Psi

9. Student data in the last year

Table 4. 3 Student data

Class	VII	VIII	X	TOTAL
Classroom	5	5	4	14
Students	150	156	128	434

10. Facilities and infrastructure

Table 4. 4 Facilities and infrastructure

No.	Type of Infrastructure	Amount of Space
1.	Classroom	12
2.	Headmaster's room	1
3.	Teacher's room	1
4.	Administration room	1
5.	Science laboratory room	1
6.	Computer laboratory room	1
7.	Language laboratory room	
8.	Library room	1
9.	UKS Room	1
10.	Skill room	
11.	Art room	1
12.	Teacher's toilet room	3
13.	Student toilet room	8
14.	Circulation space	
15.	BK Room	1
16.	Parking lot	1
17.	Internet access	1
18.	Sports field	1

B. Research result

In this chapter, the researcher will present the research findings. Research findings or research results aim to present the data that has

been obtained from respondents and informants in the field in a coherent and systematic manner, without any reduction or addition of data from the researcher. In accordance with the research focus, the results of this study will present data related to the online learning program in social studies lessons at MTs. Bahrul Ulum Genukwatu Jombang, the implementation of online learning program on social studies subjects at MTs. Bahrul Ulum Genukwatu Jombang, and the effectiveness of online learning in social studies learning at MTs. Bahrul Ulum Genukwatu Jombang.

Social studies teaching and learning activities during the Covid 19 pandemic in grade VII MTs. Bahrul Ulum Genukwatu is held once a week to be precise every Tuesday. The time allocation for one meeting is 45 minutes. All social studies subject matter has been included in the syllabus and learning activities have been planned by the social studies teacher. The research was conducted from January to March 2021 by conducting several stages of interviews. Interviews were conducted both in person and online via a google form which was intended to find out how effective online learning was on social studies Subjects at MTs. "Bahrul Ulum" Genukwatu Jombang.

1. The online learning program on social studies Subjects at MTs.

Bahrul Ulum Genukwatu Jombang

In this pandemic era, to continue to be able to hold teaching and learning activities in order to achieve learning objectives, MTs. Bahrul Ulum Genukwatu uses the online method in teaching and learning activities. The learning process is very influential on learning outcomes. In order for the learning objectives to be maximally achieved, it is necessary to prepare a careful learning program. The learning program component includes the learning implementation plan(RPP), the calculation of time allocation, the annual program, the semester program

and also the determination of the KKM. This expressed by Mr. Taufiq as Social studies teacher as follows:

“Pertama saya lihat kalender pedidikan dulu mbak, nah dari situ saya bisa tau mana pekan efektif dan mana pekan tidak efektif. Baru setelah itu saya bisa membuat program tahunan(prota) dan program semester(promes). Dan terakhir baru bikin RPP berdasarkan KI dan KD dalam silabus.”¹⁰³

The online learning program that composed by Mr. Taufiqurrohman as a social studies teacher is in accordance with government policy, as the following said:

“Ya sudah sesuai mbak dengan pedoman pembelajaran di masa darurat covid-19, pake pedoman pembelajaran di masa darurat covid-19 daring. Dari rumah masing-masing. Supaya nggak memperluas penyebaran covid-19. Kami ya *manut* kebijakan pemerintah saja. Ini kan pandemic mbak, nanti walaupun nggak taat pasti ada sanksi tegas dari pemerintah.”¹⁰⁴

The difficulty experienced by Mr. Taufik in compiling an online learning program is choosing a learning model that can be used in online learning. as the following said:

“Kalau kesulitan itu pasti ada mbak, saya bingung menentukan model pembelajaran yang sesuai dengan suasana pandemic ini. Yang biasanya bebas menggunakan model pembelajaran apapun sekarang jadi terbatas mbak.”¹⁰⁵

2. Implementation of online learning program on social studies subjects at MTs. Bahrul Ulum Genukwatu Jombang

Online learning at MTs. Bahrul Ulum Genukwatu Jombang is carried out in accordance with the online learning implementation plan (RPP) that has been made previously. The online learning program on social

¹⁰³ Interview with Mr. Taufiqurrohman, S.Pd. Social Studies Teacher at Mr. Taufiqurrohman's house in living room, On 23 February 2021 at 18.35 WIB

¹⁰⁴ Interview with Mr. Taufiqurrohman, S.Pd. Social Studies Teacher at Mr. Taufiqurrohman's house in living room, On 23 February 2021 at 18.35 WIB

¹⁰⁵ Interview with Mr. Taufiqurrohman, S.Pd. Social Studies Teacher at Mr. Taufiqurrohman's house in living room, On 23 February 2021 at 18.35 WIB

studies subject at MTs. Bahrul Ulum Genukwatu Jombang is held once for 1 week with a time allocation of 45 minutes, as Mr. Taufiq, a social studies teacher at MTs. Bahrul Ulum Genukwatu said:

“Kalau untuk alokasi waktunya sendiri ya 45 menit mbak atau 2 Jam pelajaran selama 1 minggu.”¹⁰⁶

Meanwhile, for the technical aspect, the social studies teacher prepares the implementation of an online learning program for social studies subjects in MTs. Bahrul Ulum Genukwatu Jombang according to his ability, just like what Taufiq as a social studies teacher said:

“Itu mbak, kalau soal persiapan guru dalam melaksanakan program pembelajaran daring pada mata pelajaran IPS ya tentunya dengan RPP dan materi yang matang. Jangan sampai kita ini sebagai tenaga pendidik bermalas-malasan. Setiap hari kita juga harus belajar mbak, ya sama seperti siswa-siswa. Karena kan belajar atau menuntut ilmu itu nggak ada batasan mbak selama kita masih hidup.”¹⁰⁷

School preparation in the implementation of online learning is to provide adequate facilities and infrastructure to enable online teaching and learning activities to take place, as stated by Mr. Taufiq as a social studies subject teacher as follows:

“Sekolah memang belum maksimal mbak persiapannya, tapi sudah kami usahakan yang terbaik. Ya tentu saja sesuai dengan kemampuan kita pihak sekolah. Sudah kita fasilitasi computer dan laptop untu bapak ibu yang mengajar daring. Ya memang mengajarnya dari rumah. Tapi kalau untuk guru yang piket bisa pakai sarana itu mbak disekolah. Kalau untuk kuotanya ya mbak ada yang dapat ada yang tidak. Rejeki-rejekian mbak. Itupun dapat dari kemenag atau kemendikbud.”¹⁰⁸

Meanwhile, for the preparation of students themselves, when asked about their readiness in implementing online learning, they felt that they

¹⁰⁶ Interview with Mr. Taufiqqurrohman, S.Pd. Social Studies Teacher at Mr. Taufiqqurrohman's house in living room, On 23 February 2021 at 18.35 WIB

¹⁰⁷ Interview with Mr. Taufiqqurrohman, S.Pd. Social Studies Teacher at Mr. Taufiqqurrohman's house in living room, On 23 February 2021 at 18.35 WIB

¹⁰⁸ Interview with Mr. Taufiqqurrohman, S.Pd. Social Studies Teacher at Mr. Taufiqqurrohman's house in living room, On 23 February 2021 at 18.35 WIB

were quite good. The following is the confession of Diniyatul Fahimah, VII A grade student of MTs. Bahrul Ulum Genukwatu Jombang:

“Persiapan saya cukup matang kak, saya siapkan kuota dulu yang memadai. Harus bisa nahan diri saya biar gak sering jajan. Biar nggak terlalu sering minta uang ke orang tua, kasihan kan mbak, kalau harus ngeluarin uang yang banyak buat saya. Trus karena di rumah saya sinyalnya nggak baik, saya harus nyari dulu bagian rumah yang mana yang paling banyak sinyalnya. Nah kebetulan di dapur kak. Alhamdulillah meskipun di dapur tapi tidak ada gangguan yang berarti saat saya sedang dalam kegiatan belajar mengajar secara daring. Maka dari itu saya nggak pernah ninggalin kelas daring kalau belum selesai pelajaran.”

It is different with Arief Dimas Prasetyo’s statement, a class VII E MTs student. Bahrul Ulum Genukwatu Jombang. He said that:

“*Kulo mboten nggadah hp bu damel belajar online* (saya nggak punya hp bu buat belajar online), jadi saya gantian sama ayah dan adek saya. Kadang saya juga nggak bisa ikut sampai selesai. Karena hp nya mau digunakan lagi sama ayah untuk kerja. Kalau misalkan sinyal dirumah lagi kurang bagus, saya biasanya ke warung kopi buat wifi an supaya bisa ikut kelas daring dan ngerjakan tugas.”¹⁰⁹

When asked about the difficulties in implementing online learning programs, this is the answer of Rofiqoh Dzurriyah:

“Kesulitan saya ya pas mahami materi itu lo kak, biasanya saya bisa lihat langsung gurunya saat diterangkan. Jadi paham saya sama penjelasannya. Beda sekali dengan pembelajaran daring ini kak. Saya lama sekali pahamnya.”¹¹⁰

In Contrast with Rofiqoh, Saiful Akbar, student of class VII B MTs. Bahrul Ulum Genukwatu Jombang, here's the answer:

“Alhamdulillah kak, sejauh ini saya bisa beradaptasi, kalau misalkan nggak paham saya bisa buka google atau youtube, sebenarnya saya

¹⁰⁹ Online interview with Arief Dimas Prasetyo, VII E Grade student of MTs. Bahrul Ulum Genukwatu Jombang, on 25 February 2021 at 17:17 WIB

¹¹⁰ Online interview with Rofiqoh Dzurriyah, VII C Grade student of MTs. Bahrul Ulum Genukwatu Jombang, on 27 February 2021 at 19:48 WIB

lebih suka daring kak, karena tidak perlu datang ke sekolah setiap hari dan bisa lebih sering bantu orang tua di rumah.”¹¹¹

Similar to Saiful, Auraya safitri, a grade VII D MTs student. Bahrul Ulum Genukwatu also thinks so:

“Tidak ada kesulitan kak, saya pahami materi sebaik mungkin, pas ngerjain tugas juga saya lakukan sendiri. Karena dari dulu semenjak belum ada pandemic sekalipun saya dituntut orang tua saya untuk belajar dengan giat dan rajin. Jadi ada perubahan apapun saya harus bisa cepat menyesuaikan.”¹¹²

3. The effectiveness of online learning on social studies subject at MTs.

Bahrul Ulum Genukwatu Jombang

For measuring the level of effectiveness of learning on social studies subjects at MTs. Bahrul Ulum Genukwatu Jombang is not an easy matter, especially during the Covid-19 pandemic like this, as explained by Mr. Taufiq, a MTs teacher. Bahrul Ulum Genukwatu Jombang in the following interview:

"Begini mbak, memang kan untuk mengukur efektif atau tidaknya sebuah pembelajaran itu tidaklah mudah apalagi dimasa pandemi ini yang menggunakan metode daring. Bagi kami pihak madrasah metode ini masih sangat baru sekali untuk kami pakai. Untuk tingkat partisipasi anaknya sudah 95% bagus mbak, tapi masih banyak hambatan yang mengganggu keefektifitasan pembelajaran daring ini. Tapi tiap minggu ya kami evaluasi terus. Bagus sekali perkembangan belajar anak-anak. Sekarang tiap minggu makin naik tingkat keefektifitasannya "¹¹³

So that the data obtained in the field is more stable, the researchers used triangulation in digging up data in the field, in addition to interviewing key informants, the researchers also distributed questionnaires to respondents. Here is a guide to converting the total score validity of the

¹¹¹ Online interview with Saiful Akbar, VII B Grade student of MTs. Bahrul Ulum Genukwatu Jombang, on 25 February 2021 at 17:27 WIB

¹¹² Online interview with Auraya Safitri, VII D Grade student of MTs. Bahrul Ulum Genukwatu Jombang, on 25 February 2021 at 19:02 WIB

¹¹³ Interview with Mr. Taufiqurrohman, S.Pd. Social Studies Teacher at Mr. Taufiqurrohman's house in living room, On 23 February 2021 at 18.35 WIB

online learning effectiveness instrument on social studies subjects at MTS.
Bahrul Ulum Genukwatu Scale 110 into 5 categories:

Maximal Score (X max i)	= 90
Minimal Score (X min i)	= 18
Ideal mean (Xi)	= $1/2 (X_{\max i} + X_{\min i}) = 1/2 (90 + 18) = 54$
Ideal Standard deviation (Sbi)	= $1/6 (X_{\max i} - X_{\min i}) = 1/6 (90 - 18) = 12$
0,6 Sbi	= $0,6 \times 10 = 7,2$
1,8 Sbi	= $1,8 \times 10 = 21,6$
Xi – 1,8 Sbi	= $66 - 18 = 32,4$
Xi – 0,6 Sbi	= $66 - 6 = 46,8$
Xi + 0,6 Sbi	= $66 + 6 = 72,6$
Xi + 1,8 Sbi	= $66 + 18 = 84,6$

Table 4. 5 Score Validity

Category	Logical formula	Count	Score range
Very effective	$X > X_i + 1,8S_{bi}$	$X \geq 75,6$	75,6 – 90
Effective	$X_i + 0,6S_{bi} < X \leq X_i + 1,8S_{bi}$	$61,2 < X \leq 75,6$	61,2 – 75,5
Enough	$X_i - 0,6S_{bi} < X \leq X_i + 0,6S_{bi}$	$46,8 < X \leq 61,2$	46,8 – 61,1
Ineffective	$X_i - 1,8S_{bi} < X \leq X_i - 0,6S_{bi}$	$61,2 < X \leq 46,8$	32,4 – 46,7
Very Ineffective	$X \leq X_i - 1,8S_{bi}$	$X \leq 32,4$	18 – 32,3

The following is a frequency distribution table:

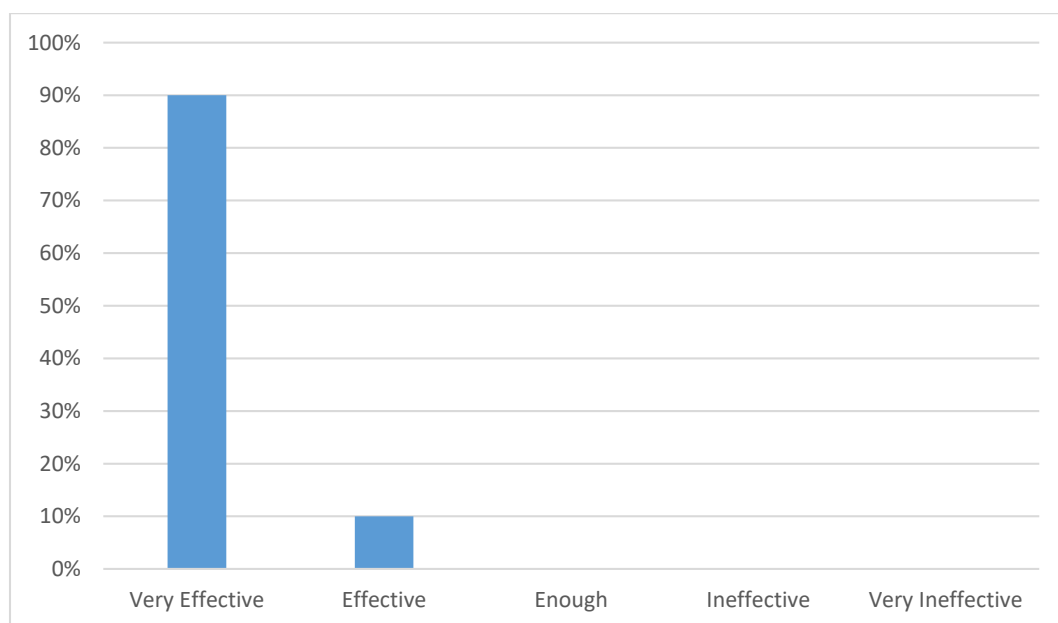
Table 4. 6 frequency distribution

Category	Score	Frequency	Percentage
Very Effective	75,6 – 90	13	90%
Effective	61,2 – 75,5	2	10%
Enough	46,8 – 61,1	-	-
Ineffective	32,4 – 46,7	-	-
Very Ineffective	18 – 32,3	-	-
Total		15	100%

Based on the table, it appears that the attitude of each respondent about the effectiveness of online learning on social studies subjects in MTs. Bahrul Ulum Genukwatu Jombang is spread in the category of attitude which is very effective 90% and 10% effective.

This percentage means that as many as 13 people (90% of all respondents) view the effectiveness of online learning on social studies subjects in MTs. Bahrul Ulum Genukwatu Jombang is very effective. While the remaining 2 people (10% of all respondents) viewed the effectiveness of online learning on social studies subjects at MTs. Bahrul Ulum Genukwatu Jombang is effective. The description above with the following diagram:

Picture 4. 2 Bar chart percentage level of effectiveness of online learning



Based on the description of the results of the analysis above, it can be concluded that the effectiveness of online learning in social studies subjects in MTs. Bahrul Ulum Genukwatu Jombang was declared very effective.

According to Mr. Taufiq, as a teacher of social studies subjects at MTs. Bahrul Ulum Genukwatu Jombang, there are quite a number of

obstacles that interfere with the effectiveness of online learning, as he explained below:

"Kalau hambatan ya lumayan banyak mbak, yang paling utama dalam implementasi program pembelajaran daring ini agak lumayan susah disini jaringan internetnya, trus biaya paket internet juga nggak murah, walaupun mau pasang wifi bulanannya juga mahal, dan yang paling parah ada siswa nggak punya hp atau hp nya gantian sama orangtuanya. Atau bahkan juga ada mbak yang anaknya malas-malasan jadi nggak ngerjakan tugas, malah main game seharian. Ada yang alasan paketannya habis, ya kami nggak tahu itu memang asli habis atau memang dibuat-buat. Oh iyaa, ada lagi yang nggak kalah penting. Itu mbak soal pemahaman guru terhadap teknologi. Jadi pihak sekolah kan memang menggunakan wa group untuk melaksanakan pembelajaran daring. Nah kalau ujian atau ulangan harian ini biasanya pakai google form. Untuk guru-guru yang sudah sepuh kan kasian ya mbak kalau harus buat sendiri google form nya. Jadi pihak sekolah sepakat untuk mengumpulkan soal beserta kunci jawabannya sekalian di waka kurikulum. Nah beliau nantinya yang menginput pertanyaan beserta jawaban ke google form untuk kemudian dikirimkan ke grup kelas link nya. Jadi ya agak lama prosesnya karena hanya 1 orang yang membuat."¹¹⁴

This is supported by the narrative of Rofiqoh Dzurriyah, VII C Grade student, namely:

"Kuota yang terbatas dan sinyal yang kurang mendukung kak."¹¹⁵

Arief, VII E Grade student explained the obstacles he encountered in achieving online learning effectiveness:

"Akses internet, bertambahnya biaya untuk membeli kuota, dan ketidak fahaman saya sebagai murid untuk memahami pelajaran tersebut."¹¹⁶

Diniyatul Fahimah, VII A Grade student added that:

¹¹⁴Interview with Mr. Taufiqqurrohman, S.Pd. Social Studies Teacher at Mr. Taufiqqurrohman's house in living room, On 23 February 2021 at 10:05 WIB

¹¹⁵ Online interview with Rofiqoh Dzurriyah, VII C Grade student of MTs. Bahrul Ulum Genukwatu Jombang, on 27 February 2021 at 19:48 WIB

¹¹⁶ Online interview with Arief Dimas Prasetyo, 7E Grade student of MTs. Bahrul Ulum Genukwatu Jombang via google form, on 25 February 2021 at 17:17 WIB

"Kendalanya yaitu saat ruang penyimpanan penuh/Kuota habis "¹¹⁷

Thus it can be concluded that the teacher and the average student have the same constraints, namely the unstable internet network and the high cost of internet data packages. From the results of the research that has been done, the researcher found the following findings:

1. The online learning process on social studies Subjects at MTs. Bahrul Ulum Genukwatu Jombang

Online learning program in MTs. Bahrul Ulum Genukwatu includes year programs, semester programs, learning implementation plans made according to core competencies and basic competencies in the syllabus. This online learning program is in accordance with learning guidelines during the COVID-19 emergency. But teacher still has difficulties in determining the learning model that is in accordance with the material in this era of the Covid-19 pandemic.

2. The Implementation of online learning on social studies subjects at MTs. Bahrul Ulum Genukwatu Jombang

Implementing online learning program on social studies subjects at MTs. Bahrul Ulum Genukwatu Jombang has been accordance to the existing learning implementation plan (RPP). The online learning program on social studies subject at MTs. Bahrul Ulum Genukwatu Jombang is held once for 1 week with a time allocation of 45 minutes. Technically, teacher preparation in the implementation of online learning programs on social studies subjects at MTS. Bahrul Ulum Genukwatu Jombang has done as well as possible, such as preparing lesson plans and lesson materials.

Meanwhile, schools have not yet fully prepared, but they have tried their best. Yes, of course according to the ability of the school. Schools have prepared facilities and infrastructure to support the implementation of online learning

¹¹⁷ Online interview with Diniyatul Fahimah, VII A Grade student of MTs. Bahrul Ulum Genukwatu Jombang via google form, on 25 February 2021 at 19:10 WIB

such as computers and laptops in schools that teachers can use during picket. Students themselves prepare this online learning with adequate internet quota and look for learning locations that are conducive and have a smooth internet network. Even so, there are also students who have not been maximally prepared because they do not have their own cellphones. For the difficulty is in understanding the material. However, for the other students, it was not a problem. because if they cannot understand the material, they will use Google and YouTube as independent online learning media.

3. The effectiveness of online learning on social studies subjectat MTs. Bahrul Ulum Genukwatu Jombang

From the result of interview and a questionnaire that has been filled out by the respondent, the data obtained that the level of effectiveness of online learning n social studies subject at MTs. Bahrul Ulum Genukwatu Jombang is at a very effective level of 90%. The things that hinder online learning include: high internet quota fees, unstable network connections, no cellphone, lack of competence in advancing communication technology and cellphone storage space that is easily full.

CHAPTER V

DISCUSSION

In this chapter, the data from the findings obtained by the researcher in the previous chapter will be analyzed using theories as described in the literature review. The analysis carried out in this chapter is based on data obtained through data collection techniques, interviews, questionnaire and documentation.

In general, this chapter will explain several things. First review about online learning program on social studies Subject at MTs. Bahrul Ulum Genukwatu Jombang; the second examines the implementation of online learning program on social studies subjects at MTs. Bahrul Ulum Genukwatu Jombang; The third examines the Effectiveness of online learning on social studies subjectat MTs. Bahrul Ulum Genukwatu Jombang.

A. Online learning program on social studies Subject at MTs. Bahrul Ulum Genukwatu Jombang

Learning is one form of program, because good learning requires careful planning. In addition, the implementation of learning involves various people, both teachers and students, who have a relationship between one learning activity and another learning activity, namely to achieve competence in the field of study which in turn supports the achievement of graduate competence, and takes place in an institution or agency. Learning program is the design or planning of a unit or unit of activity that continuous learning process, which has a purpose, and involves a group of people (teachers and students) to achieve the goals that have been set. The goal in question is the achievement of learning outcomes derived from competency standards.

The learning program on social studies subjects at MTs. Bahrul Ulum Genukwatu Jombang has been implemented in accordance with government policy, namely by learning from home. This refers to the principles of education policy during the COVID-19 pandemic:

- a. The health and safety of students, educators, education staff, families, and the community is a top priority.
- b. The growth and development of students and psychosocial conditions also become consideration in the fulfillment of educational services during the COVID-19 pandemic.

The only learning method that is suitable to be applied even if you have to learn from home is the online learning method. With online learning methods, parents, teachers, and students do not need to be afraid of being exposed to covid-19. The learning method is a way to make it easier for students to achieve certain competencies.¹¹⁸

Not only students, teachers as educators are also required to quickly adapt to change. Therefore, in order to fulfill their obligations as teaching staff, social studies subject teachers at MTs. Bahrul Ulum Genukwatu also makes a learning implementation plan (RPP) that is suitable for home learning activities, annual programs, semester programs, preparing effective weeks, and also does not forget to make time allocation distributions.

The Subject plan (RPP) is a plan that describes the procedures and organization of learning to achieve a basic competency set out in the Content Standards and outlined in the syllabus.¹¹⁹ While the planning of the learning process includes a syllabus and a learning plan that contains at least learning objectives, learning resources, and assessment of learning outcomes.¹²⁰

According to Permendiknas Number 41 of 2007, RPP components are: Subject identity, competency standards, basic competencies, competency achievement indicators, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes, and learning resources.¹²¹ While the

¹¹⁸ Mulyono, *Strategi Pembelajaran Menuju Efektifitas Pembelajaran di Abad Global*, (Malang: UIN Maliki Press, 2011), p.81

¹¹⁹ Kunandar, *Guru Profesional (Implementasi Kurikulum Tingkat Satuan Pendidikan dan Sukses dalam Sertifikasi Guru)*. (Jakarta: Raja Grafindo Persada, 2011), p.263

¹²⁰ Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 Pasal 20

¹²¹ Permendiknas Nomor 41 Tahun 2007

purpose of the online Subject plan itself is a description of the procedures and management of learning carried out online (in a network) where the entire program and implementation of teaching and learning activities is carried out using electronic media.

B. Implementation of online learning on social studies subjects at MTs.

Bahrul Ulum Genukwatu Jombang

Online learning on social studies subjects at MTs. Bahrul Ulum Genukwatu is held once for 1 week with a time allocation of 45 minutes. The steps for implementing online learning are carried out in accordance with the RPP that has been made previously.

Researchers used 15 respondents in this study. All of them were grade VII students from grades A, B, C, D, and E. The selection of respondents was based on random sampling techniques. And to obtain in-depth information, interviews were conducted with key informants. The interview was conducted directly with Mr. Taufiq as the social studies subject teacher at MTs. Bahrul Ulum Genukwatu Jombang and some students of grade VII MTs. Bahrul Ulum Genukwatu Jombang. The interview with Mr. Taufiq was carried out face-to-face at his home by observing health protocols. while interviewing several students of grade VII MTS. Bahru Ulum Genukwatu Jombang is carried out online with WhatsApp calls to minimize the occurrence of face-to-face contact which can reduce the spread of Covid-19.

In the interview, Mr. Taufiq considered that in technical implementation, teachers in implementing online learning programs on social studies subjects with mature lesson plans and material. MTs. Bahrul Ulum Genukwatu Jombang feels that the preparation for the implementation of this online learning program is not optimal, but even so the school has tried its best to provide online learning support facilities, such as portable computers and WI-Fi networks in schools. Unfortunately for the internet package assistance from the government, not all school residents get it.

From the student's point of view, Diniyatul Fahimah as one of the administrators of class VII A, explained that her preparation for the implementation of online learning was quite mature. He did not forget to check the availability of internet packages before starting. If it feels like it will run out, he will buy it first before the online teaching and learning activities start, he means it so as not to interfere with the implementation of online learning. In addition, he also did not forget to look for the location of a strong signal in his house. so that the internet connection is not lost while attending online learning classes on social studies subjects at MTs. Bahrul Ulum Genukwatu Jombang.

Arief Dimas Prasetyo, one of the grade VIIE administrators, experienced quite a sad thing. He has to take turns using his cellphone with his father and brother, therefore, sometimes he can't take online lessons in social studies subjects at MTs. Bahrul Ulum Genukwatu Jombang to completion. even so, if the internet signal at home is not good, he will not stand still, instead he will go to a coffee shop to get internet access to take online learning classes and do assignments.

The difficulties come from students during the implementation of online learning programs on social studies subjects at MTs. Bahrul Ulum Genukwatu Jombang, namely: Rofiqoh Durriyah, one of the class VIIC administrators admitted that he had difficulties in implementing this online learning program. because he could not directly look at his teacher during the lesson. It is different with face-to-face learning.

In contrast to Rofiqoh, Saiful Akbar, a grade VIIB student, stated that he could easily adapt to this online learning. if there is material that he does not understand, then he will look for an explanation from google or youtube. YouTube is a social media platform that uploads videos online or within YouTube there are various kinds of videos that are stored in online storage in the form of YouTube platform, so that the video can be viewed and accessed by anyone and anywhere as long as there is access to the internet. In YouTube everyone can also upload videos for free just by having a google account as a personal YouTube account. YouTube was

originally founded in March 2005 by a former employee who had working at paypal namely Chad Hurley, Steve Chen and Jawed Karim.¹²²

According to a survey from We Are Social that was launched by katadata.co.id, in Indonesia on 2019, YouTube social media has the number one most users by percentage 88% of the total 150 million social media users in Indonesia.¹²³

C. Effectiveness of online learning on social studies subjectat MTs.

Bahrul Ulum Genukwatu Jombang

Implementation of education is said to be effective if the goals of education have been achieved. According to Supardi, effective learning is a combination composed of human, material, facilities, equipment and procedures directed to change student behavior in a positive and better way according to the potential and differences that students have to achieve predetermined learning goals.¹²⁴ Hamalik argues that effective learning is learning that provides learning opportunities by themselves or carrying out activities as widely as possible for students to learn. Provision of self-study opportunities and activities as widely as possible are expected to help students understand the concepts that are being studied.¹²⁵

If it is based on the Thesis written by Yosafat Donny Yanuar Pramana, there are 6 indicators of learning effectiveness, namely:

- a. Learning Media
- b. Teaching method
- c. Use of time
- d. Student behavior
- e. Materials/teaching materials
- f. Study facilities

¹²² Faiqah, F., Nadjib, M., & Amir, andi subhan, *Youtube sebagai sarana komunikasi bagi komunitas makassarvidgram 123*, Jurnal Komunikasi Kareba, Volume 5, Nomor 2, Tahun 2016

¹²³ Riyanto, A. D. *Hootsuite (We are Social)*, Indonesian Digital Report, Tahun 2019.

¹²⁴ Supardi, *Sekolah Efektif, Konsep Dasar dan Praktiknya*, (Jakarta: Rajawali Pers, 2013)

¹²⁵ Oemar Hamalik, *Psikologi Belajar dan Mengajar*, (Bandung: Sinar Baru Algensindo, 2001)

In the findings of researchers in chapter 4, it is known that in online learning in social studies subjects at MTs. Bahrul Ulum Genukwatu is very effective by 90%. The remaining 10% is effective. These facts are obtained from the questionnaire that has been filled in by the respondents. calculation using a Likert scale with a score of 1-5.

These findings are in line with the effectiveness of online learning in mathematics during the Covid-19 pandemic at SMP Negeri 6 Samalanga. The study explained that the effectiveness of learning was very good for the mathematics learning process at SMP Negeri 6 Samalanga, which reached a value of 92%.¹²⁶

Meanwhile, even though it was considered effective, online learning was nevertheless in the social studies subject at MTs. Bahrul Ulum Genukwatu Jombang also encountered several obstacles, namely:

1. Hardware limitations

The lack of hardware that students have makes online learning effectiveness on social studies subjects at MTs. Bahrul Ulum Genukwatu Jombang became obstructed. In fact, to be able to take part in online learning, students must have hardware, because hardware is the main key to carrying out online learning. Students at MTs. Bahrul Ulum Genukwatu Jombang itself still has hardware limitations. Based on the findings data compiled by researcher in chapter 4, students at MTs. There are some Bahrul Ulum Genukwatub Jombang who still have to take turns with other family members in using the hardware and some also take turns with their friends at the hut.

2. Availability of an adequate internet network

In order to achieve effectiveness in online learning on social studies subjects at MTs. Bahrul Ulum Genukwatu Jombang, has become a necessity for students and teachers to have an adequate internet network. The internet network can be obtained from cellular data packages or wi-fi. But the facts in the field tell another, there are still many students who

¹²⁶ Rifnatul Hasanah, et.al, *Efektivitas Pembelajaran Daring pada Mata Pelajaran Matematika selama Pandemi Covid-19 di Smp Negeri 6 Samalanga*, Jurnal Pendidikan Matematika dan Sains, Volume 1, Nomor 2, Tahun 2020, p. 85

do not have an adequate internet network so they cannot carry out online learning on social studies subjects at MTs. Bahrul Ulum Genukwatu Jombang as it should be.

3. Unstable network connection

An unstable network connection also becomes an obstacle for the achievement of the effectiveness of online learning on social studies subjects at MTs. Bahrul Ulum Genukwatu Jombang. This is because the residences of the students are mostly located in the suburbs, which are very far from the cellular operator signal transmitting towers. Even if installing wifi also requires a lot of money. Meanwhile, the majority of students themselves come from families with middle to lower economies.

4. Lack of proficiency towards advancing communication technology

Lack of skills for both teachers and students is also an obstacle to achieving the effectiveness of online learning on social studies subjects at MTs. Bahrul Ulum Genukwatu Jombang. As the researcher wrote in their findings in chapter 4, the implementation went a little slower because only one person was in charge of inputting questions and answers on the google form and then sharing the link with students who wanted to take the exam.

5. Cellphone storage space that is easily full.

Due to the limited hardware they have, making students take turns with family members or friends, this makes student cellphone storage space at MTs. Bahrul Ulum Genukwatu Jombang is very easily filled. The reason is that it is not just one person who uses it, even if you have to take turns with your parents or even with your siblings.

CHAPTER VI

CLOSING

A. Conclusion

In this chapter, the researcher will present the conclusions and suggestions from the research results entitled "The Effectiveness of Online Learning on Social Studies Subjects at MTs. Bahrul Ulum Genukwatu Jombang".

In making this conclusion the researcher refers to the research results that have been submitted by the researcher in chapter 4 based on a qualitative approach with descriptive qualitative research, there are several main conclusions that the researcher can put forward as follows:

1. The program of online learning on social studies Subject at MTs. Bahrul Ulum Genukwatu Jombang has been going well. Learning implementation plans (RPP), annual programs, semester programs, KKM determination and time allocation calculations have been made in accordance with government policies regarding learning that must be done from home.
2. The implementation of online learning program on social studies Subject at MTs. Bahrul Ulum Genukwatu Jombang is in accordance with the contents of the online Subject plans that have been made previously. In technical implementation of online learning in MTs. Bahrul Ulum Genukwatu has gone well.
3. The effectiveness of online learning on social studies lesson at MTs. Bahrul Ulum Genukwatu Jombang can be said to be very effective by 90%. Even though it is effective, online learning in social studies subjects at MTs. Bahrul Ulum Genukwatu also still faces several obstacles, such as: 1) Hardware limitations; 2) Availability of an adequate internet network; 3) Unstable network connection; 4) Lack

of proficiency towards advancing communication technology; 5) The cellphone storage space is easily full.

B. Suggestions

Based on the research results entitled “The Effectiveness of Online Learning on Social Studies Subjects at MTs. Bahrul Ulum Genukwatu Jombang”, researcher have several suggestions, including:

1. For social studies Subject at MTs. Bahrul Ulum Genukwatu Jombang

Should further increase their creativity in processing learning material, so that students will be more enthusiastic and enthusiastic in online learning on social studies subjects.

2. For student at MTs. Bahrul Ulum Genukwatu

You should foster enthusiasm in online learning so that the level of learning effectiveness continues to increase.

3. For researcher

The researcher realizes that there are still many shortcomings in this research, for that the researcher hopes that the reader can provide constructive criticism and suggestions to the researcher so that it can be used to increase professionalism and quality in the world of education later.

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APPENDICES

ATTACHMENT 1

Research Permit Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 78/Un.03.1/TL.00.1/01/2021 20 Januari 2021
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala MTs. Bahrul Ulum Genukwatu
di
Jombang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Fais Fikrotul Zahiroh
NIM : 17130096
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester - Tahun Akademik : Genap - 2020/2021
Judul Skripsi : **The Effectiveness of Online Learning on Social Studies Lesson at MTs. Bahrul Ulum Genukwatu Jombang**
Lama Penelitian : Januari 2021 sampai dengan Maret 2021 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Dekan,

Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PIPS
2. Arsip

ATTACHMENT 2

Letter of Having Conducted Research



SURAT KETERANGAN

Nomor: MTs.13.17/073/PP.00/123/2021

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Bahrul Ulum Genukwatu menerangkan dengan sebenarnya :

Nama : Fais Fikrotul Zahiroh
NIM : 17130096
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan : Pendidikan Ilmu Pengetahuan Sosial

Telah diberi izin untuk melakukan penelitian mulai tanggal 20 Januari 2021 sampai dengan 31 Maret 2021 dalam rangka penyusunan skripsi di Madrasah Tsanawiyah Bahrul Ulum Genukwatu dengan judul : **"The Effectiveness of Online Learning on Social Studies Lesson at MTs. Bahrul Ulum Genukwatu Jombang"**.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Jombang, 22 Februari 2021

Kepala

KH. MOH. MAHRUS, BA

ATTACHMENT 3

Consultation Sheet



STATE ISLAMIC UNIVERSITY OF
MAULANA MALIK IBRAHUM MALANG
FACULTY OF TARBIYAH AND TEACHER TRAINING
Gajayana Street No.50 Telepon (0341) 552398
Website : www.ftik.uin-malang.ac.id Faksimile (0341) 552398

CONSULTATION SHEET

Name : Fais Fikrotul Zahroh
NIM : 17130096
Department : Social Science Education
Title : The Effectiveness of Online Learning on Social Studies
Subject at MTs. Bahrul Ulum Genukwatu Jombang
Advisor : Prof. Dr. H. M. Zainuddin, MA
NIP : 196205071995031001

No.	Date of Consultation	Consultation Contents	Signature
1.	17/09/2020	Chapter I, II, & III	
2.	07/10/2020	Revision of Chapter I & II	
3.	04/11/2020	Revision of Chapter I	
4.	06/11/2020	Approval of Chapter I, II & III	
5.	16/12/2020	Revision Approval of Seminar Proposal Test	
6.	15/03/2021	Chapter IV, V & VI	
7.	16/04/2021	Revision of Chapter IV, V & VI	
8.	28/04/2021	Approval of All Chapter	

Malang, 24th May 2021
The Head of Social Science
Education Department

Dr. Alfiana Yuli Efivanti, MA
NIP.197107012006042001

ATTACHMENT 4

Interview Guidelines

A. Social studies teacher at MTs. Bahrul Ulum Genukwatu Jombang

1. Purpose: To determine the effectiveness of online learning on social studies subjects at MTs. Bahrul Ulum Genukwatu Jombang.
2. Research questions
 - a) Bagaimana bapak menyusun program pembelajaran daring pada mata pelajaran IPS di MTs. Bahrul Ulum Genukwatu Jombang?
 - b) Apakah program pembelajaran daring yang bapak susun sudah sesuai dengan pedoman pembelajaran di masa darurat covid-19?
 - c) Apakah bapak menemui kesulitan dalam menyusun program pembelajaran daring pada mata pelajaran IPS di MTs. Bahrul Ulum Genukwatu Jombang?
 - d) Berapa kali dalam seminggu pelaksanaan program pembelajaran daring pada mata pelajaran IPS di MTs. Bahrul Ulum Genukwatu Jombang?
 - e) Bagaimana persiapan guru dalam melaksanakan program pembelajaran daring pada mata pelajaran IPS di MTs. Bahrul Ulum Genukwatu Jombang?
 - f) Bagaimana persiapan sekolah dalam melaksanakan program pembelajaran daring pada mata pelajaran IPS di MTs. Bahrul Ulum Genukwatu Jombang?
 - g) Menurut bapak apakah pembelajaran daring pada mata pelajaran IPS di MTs. Genukwatu Jombang sudah efektif?
 - h) Apa saja hambatan yang mempengaruhi efektivitas pembelajaran daring pada mata pelajaran IPS di MTs. Genukwatu Jombang?
 - i) Apa saja dampak positif positif pembelajaran daring pada mata pelajaran IPS di MTs. Genukwatu Jombang?
 - j) Apa saja dampak negatif pembelajaran daring pada mata pelajaran IPS di MTs. Genukwatu Jombang?

B. Grade VII student of MTs. Bahrul Ulum Genukwatu Jombang

1. Purpose: To determine the effectiveness of online learning on social studies subjects at MTs. Bahrul Ulum Genukwatu Jombang.
2. Research questions
 - a) Bagaimana persiapan anda sebelum mengikuti pembelajaran daring pada mata pelajaran IPS di MTs. Bahrul Ulum Genukwatu Jombang?
 - b) Apakah anda mengalami kesulitan dalam mengikuti pembelajaran daring pada mata pelajaran IPS di MTs. Bahrul Ulum Genukwatu Jombang?
 - c) Menurut anda apakah pembelajaran daring pada mata pelajaran IPS di MTs. Genukwatu Jombang sudah efektif?
 - d) Apa saja hambatan yang mempengaruhi efektivitas pembelajaran daring pada mata pelajaran IPS di MTs. Genukwatu Jombang?
 - e) Apa saja dampak positif positif pembelajaran daring pada mata pelajaran IPS di MTs. Genukwatu Jombang?
 - f) Apa saja dampak negatif pembelajaran daring pada mata pelajaran IPS di MTs. Genukwatu Jombang?

ATTACHMENT 5

Questionnaire Guidelines

A. Purpose: To obtain information and data on both physical and non-physical conditions related to the effectiveness of online learning in social studies subjects at MTs. Bahrul Ulum Genukwatu Jombang.

B. Aspects observed:

Nama :

Kelas :

NO	Pertanyaan	Pilihan				
		SS	S	C	TS	STS
1.	Pada waktu memulai Kegiatan Belajar Mengajar (KBM) apakah guru anda menyampaikan garis besar tentang yang akan diberikan?					
2.	Apakah guru anda memberikan evaluasi pada akhir KBM?					
3.	Apakah guru pada waktu KBM berakhir memberikan kesimpulan/ringkasan materi?					
4.	Apakah guru menggunakan media pembelajaran yang efisien dalam membantu menjelaskan materi?					
5.	Apakah guru anda menggunakan lebih dari satu media untuk memperjelas materi pembelajaran?					
6.	Apakah siswa lebih jelas jika guru menggunakan media peraga dalam menjelaskan materi?					
7.	Apakah guru menyampaikan materi sesuai dengan perkembangan iptek?					
8.	Apakah materi yang disampaikan terlalu sulit untuk dipahami?					
9.	Apakah guru memberikan tugas untuk mencari referensi pendukung materi dari internet?					
10.	Apakah materi yang disampaikan sesuai dengan kompetensi dasar yang diinginkan?					
11.	Apakah materi yang disampaikan berpedoman pada modul saja?					
12.	Apakah pada waktu KBM berlangsung banyak waktu luang?					
13.	Guru anda selalu memulai pelajaran tepat ketika jam pelajaran dimulai?					

14.	Guru anda mengakhiri pelajaran tepat ketika jam pelajaran habis?					
15.	Apakah ada waktu bagi siswa untuk tanya jawab dengan guru?					
16.	Apakah pada waktu KBM suasana kelas teratur dan kondusif?					
17.	Apakah siswa menanyakan materi yang kurang jelas?					
18.	Apakah siswa mengerjakan tugas yang diberikan oleh guru ?					

Keterangan:

SS : Sangat setuju, S : Setuju, C : Cukup , TS : Tidak setuju, STS : Sangat tidak setuju

ATTACHMENT 6

Interview Result

A. Interview Description

Date : 23 February 2021
Time : 18.35 WIB
Place : Mr. Taufiqqurrohman's house
Topic : The Effectiveness of Online Learning on social
Studies Subject at MTs. Bahrul Ulum Genukwatu
Jombang
Informant : Mr. Taufiqqurrohman, S.Pd
Type of Interview : Offline Interview

B. Interview Content

1. Bagaimana bapak menyusun program pembelajaran daring pada mata pelajaran IPS di MTs. Bahrul Ulum Genukwatu Jombang?

Pertama saya lihat kalender pendidikan dulu mbak, nah dari situ saya bisa tau mana pekan efektif dan mana pekan tidak efektif. Baru setelah itu saya bisa membuat program tahunan(prota) dan program semester(promes). Dan terakhir baru bikin RPP berdasarkan KI dan KD dalam silabus.

2. Apakah program pembelajaran daring yang bapak susun sudah sesuai dengan pedoman pembelajaran di masa darurat covid-19?

Ya sudah sesuai mbak dengan pedoman pembelajaran di masa darurat covid-19, pake pedoman pembelajaran di masa darurat covid-19 daring. Dari rumah masing-masing. Supaya nggak memperluas penyebaran covid-19. Kami ya *manut* kebijakan pemerintah saja. Ini kan pandemic mbak, nanti walaupun nggak taat pasti ada sanksi tegas dari pemerintah.

3. Apakah bapak menemui kesulitan dalam menyusun program pembelajaran daring pada mata pelajaran IPS di MTs. Bahrul Ulum Genukwatu Jombang?

Kalau kesulitan itu pasti ada mbak, saya bingung menentukan model pembelajaran yang sesuai dengan suasana pandemic ini. Yang biasanya bebas menggunakan model pembelajaran apapun sekarang jadi terbatas mbak

4. Berapa kali dalam seminggu pelaksanaan program pembelajaran daring pada mata pelajaran IPS di MTs. Bahrul Ulum Genukwatu Jombang?

Kalau untuk alokasi waktunya sendiri ya 45 menit mbak atau 2 Jam pelajaran selama 1 minggu.

5. Bagaimana persiapan guru dalam melaksanakan program pembelajaran daring pada mata pelajaran IPS di MTs. Bahrul Ulum Genukwatu Jombang?

Itu mbak, kalau soal persiapan guru dalam melaksanakan program pembelajaran daring pada mata pelajaran IPS ya tentunya dengan RPP dan materi yang matang. Jangan sampai kita ini sebagai tenaga pendidik bermalas-malasan. Setiap hari kita juga harus belajar mbak, ya sama seperti siswa-siswa. Karena kan belajar atau menuntut ilmu itu nggak ada batasan mbak selama kita masih hidup.

6. Bagaimana persiapan sekolah dalam melaksanakan program pembelajaran daring pada mata pelajaran IPS di MTs. Bahrul Ulum Genukwatu Jombang?

Sekolah memang belum maksimal mbak persiapannya, tapi sudah kami usahakan yang terbaik. Ya tentu saja sesuai dengan kemampuan kita pihak sekolah. Sudah kita fasilitasi computer dan laptop untuk bapak ibu yang mengajar daring. Ya memang mengajarnya dari rumah. Tapi kalau untuk guru yang piket bisa pakai sarana itu mbak disekolah. Kalau untuk kuotanya ya mbak ada yang dapat ada yang tidak. Rejeki-rejekian mbak. Itupun dapat dari kemenag atau kemendikbud.

7. Menurut bapak apakah pembelajaran daring pada mata pelajaran IPS di MTs. Genukwatu Jombang sudah efektif?

Begini mbak, memang kan untuk mengukur efektif atau tidaknya sebuah pembelajaran itu tidaklah mudah apalagi dimasa pandemi ini yang menggunakan metode daring. Bagi kami pihak madrasah metode ini masih sangat baru sekali untuk kami pakai. Untuk tingkat partisipasi anaknya sudah 95% bagus mbak, tapi masih banyak hambatan yang mengganggu keefektifitasan pembelajaran daring ini. Tapi tiap minggu ya kami evaluasi terus. Bagus sekali perkembangan belajar anak-anak. Sekarang tiap minggu makin naik tingkat keefektifitasannya.

8. Apa saja hambatan yang mempengaruhi efektivitas pembelajaran daring pada mata pelajaran IPS di MTs. Genukwatu Jombang?

Kalau hambatan ya lumayan banyak mbak, yang paling utama dalam implementasi program pembelajaran daring ini agak lumayan susah disini jaringan internetnya, trus biaya paket internet juga nggak murah, walaupun mau pasang wifi bulanannya juga mahal, dan yang paling parah ada siswa nggak punya hp atau hp nya gantian sama orangtuanya. Atau bahkan juga ada mbak yang anaknya malas-malasan jadi nggak ngerjakan tugas, malah main game seharian. Ada yang alasan paketannya habis, ya kami nggak tahu itu memang asli habis atau memang dibuat-buat. Oh iyaa, ada lagi yang nggak kalah penting. Itu mbak soal pemahaman guru terhadap teknologi. Jadi pihak sekolah kan memang menggunakan wa group untuk melaksanakan pembelajaran daring. Nah kalau ujian atau ulangan harian ini biasanya pakai google form. Untuk guru-guru yang sudah sepuh kan kasian ya mbak kalau harus buat sendiri google form nya. Jadi pihak sekolah sepakat untuk mengumpulkan soal beserta kunci jawabannya sekalian di waka kurikulum. Nah beliau nantinya yang menginput pertanyaan beserta jawaban ke google form untuk kemudian dikirimkan ke grup kelas

link nya. Jadi ya agak lama prosesnya karena hanya 1 orang yang membuat.

9. Apa saja dampak positif positif pembelajaran daring pada mata pelajaran IPS di MTs. Genukwatu Jombang?

Dampak positifnya yaitu anak semakin kenal IT, trus yang kedua sebenarnya anak belajar lebih mudah karena kan punya sumber belajar yang banyak ada ibu, ada bapak, ada tetangga, ada paman, ada bibi, ada google, ada buku juga. Kemudian peluang bertanya lebih banyak, waktu belajar anak juga lebih fleksibel, hubungan orangtua dan anak bisa semakin dekat.

10. Apa saja dampak negatif pembelajaran daring pada mata pelajaran IPS di MTs. Genukwatu Jombang?

Kalau dampak negatifnya sendiri itu mbakk, mmmmm... anak yang malas jadi sering menyia-nyiakan waktu yang ada, harusnya untu belajar malah dibuat main game atau main sosmed. Trus tidak disiplin belajar, menyepelekan tugas, mungkin nanti baru dikerjakan kalau ada pemberitahuan lagi. Terlalu lama menatap layar hp atau laptop matanya jadi kering, perih atau bahkan bisa sampai minus.

ATTACHMENT 6

The Result of quesitionnaire

Respondent	Statement Items																		Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
R1	5	5	5	4	4	4	5	5	5	5	4	4	5	5	4	4	4	5	82
R2	4	5	5	5	4	4	5	5	4	4	4	5	5	4	5	5	5	4	82
R3	2	3	5	3	5	5	4	4	3	4	5	4	2	4	4	4	4	3	68
R4	4	5	4	5	5	5	4	5	5	4	4	5	4	5	4	4	4	5	81
R5	4	3	5	5	5	4	5	4	4	4	5	3	5	4	5	5	4	3	77
R6	4	5	5	4	5	5	5	4	4	5	5	4	3	5	5	5	4	4	81
R7	3	3	3	5	5	4	5	3	5	4	3	3	4	3	3	3	3	3	65
R8	5	5	5	5	5	4	5	4	4	5	5	5	5	4	4	4	4	5	83
R9	5	5	4	4	5	5	4	4	4	5	5	5	4	4	4	4	5	4	80
R10	5	4	3	4	5	5	5	5	5	5	4	4	4	4	5	5	5	4	81
R11	4	4	5	4	5	5	5	4	5	5	5	5	5	5	5	4	3	4	82
R12	4	5	5	5	5	5	4	4	4	4	5	4	5	5	5	5	5	4	83
R13	5	5	5	5	4	5	5	4	5	5	5	4	5	5	5	5	5	5	87
R14	4	5	5	5	4	5	5	5	5	4	4	5	5	5	4	4	4	4	82
R15	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	86
Total																			1200

ATTACHMENT 7

Learning Implementation Plan (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs Bahrul Ulum Gemukwatu
Mata Pelajaran : IPS
Kelas/ Semester : VII / 2
Materi Pokok : Aktivitas Manusia dalam Memenuhi Kebutuhan.
Sub Materi : Kelangkaan dan Kebutuhan Manusia
Alokasi Waktu : 1 x 45 Menit

A. Persiapan Pembelajaran

1. Alat : Smartphone, Laptop, Kertas, dan Alat Tulis.
2. Media : Internet, Video.
3. Sumber belajar : Buku Guru dan Buku Siswa kelas VII SMP/MTs Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017.
Media Masa cetak maupun media online.

B. Tujuan Pembelajaran

Melalui Kegiatan pembelajaran ini peserta didik mampu menjelaskan pengertian Kelangkaan sebagai permasalahan ekonomi sehingga peserta didik mampu menyebutkan contoh apa saja barang-barang utama yang sedang mengalami kelangkaan di Indonesia dan di wilayahnya di masa Pandemi Covid 19 Era New Normal

C. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan
 - ❖ Guru menyanyikan salam kepada peserta didik melalui WA Group dan membuka pelajaran dengan berdo'a serta mengecek kehadiran siswa yang aktif dalam pembelajaran online tersebut.
 - ❖ Guru menanyakan tentang materi pelajaran berkaitan dengan kelangkaan sebagai permasalahan ekonomi, misalnya apa kalian atau orang tua kalian mengalami *panic buying* pada awal-awal pandemi Covid-19?
 - ❖ Guru menjelaskan aktivitas yang akan dilakukan dan cara pengerjaannya.
2. Kegiatan Inti
 - ❖ Peserta didik mengamati fenomena *panic buying* di video yang telah dikirimkan di Wa Group
 - ❖ Peserta didik berdiskusi dalam kelompok untuk merumuskan pertanyaan berdasarkan hal-hal yang ingin diketahui dari hasil pengamatan. Kemudian salah satunya dipilih dan dirumuskan dalam bentuk jawaban sementara atas pertanyaan/masalah (dengan melihat video singkat)
 - ❖ Dengan berdiskusi dan mengerjakan LKPD di WA Group, peserta didik diminta mengumpulkan informasi/data untuk menjawab pertanyaan yang telah dirumuskan dari berbagai sumber, seperti membaca buku siswa, serta referensi lain yang relevan, termasuk internet.
 - ❖ Peserta didik mengumpulkan informasi tentang macam-macam bentuk kelangkaan dan kebutuhan di wilayah tempat tinggal peserta didik. Contoh nyata fenomena *Panic buying* saat awal-awal Pandemi Covid 19
 - ❖ Peserta didik bersama guru mendiskusikan pekerjaan kelompok di WA Group, untuk pembuatan laporan (produk).
 - ❖ Peserta didik mendapatkan kesempatan untuk bertanya mengenai materi yang belum dipahami.
 - ❖ Peserta didik bersama guru menyimpulkan materi pembelajaran hari ini.

3. Kegiatan Penutup
 - ❖ Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penggunaan materi, pendekatan dan model pembelajaran yang digunakan.
 - ❖ Guru memotivasi peserta didik agar tetap semangat belajar di rumah dan selalu menjaga kesehatan dengan memperhatikan protokol kesehatan dan menjaga jarak aman terkait penyebaran virus covid-19.
 - ❖ Guru memberikan tugas pembelajaran untuk perisman yang akan datang

D. Penilaian

1. Teslisk penilaian
 - a. Sikap spiritual : Siswa menjawab salam dan menerapkan etika belajar
 - b. Sikap social : Kesetiaan siswa dalam mengikuti kegiatan diskusi
 - c. Pengetahuan : Tugas tertulis,
 - d. Keterampilan : Unjuk Kerja Kegiatan pembelajaran online
2. Pembelajaran Remedial
 - a. Pembelajaran remedial diberikan kepada siswa yang belum mencapai KKM maupun KD.
 - b. Guru memberikan dorongan kepada siswa yang belum mencapai KKM dan KD agar belajar lebih giat lagi.
 - c. Guru memberikan tugas kepada siswa untuk memahami ulang materi dengan cara bertanya kepada teman dan membuat rangkuman.
3. Pembelajaran Pengayaan
 - a. Pembelajaran pengayaan diberikan kepada siswa yang sudah mencapai KKM maupun KD.
 - b. Guru memberikan tugas pengayaan untuk dikerjakan sendiri/ individu.

Mengetahui,
Kepala Madrasah,

Jombang, 18 Juli 2020
Guru Mata Pelajaran IPS

KH. MOH. MAHRUS, BA

TAUFIQ KROHMAN, S.Pd

ATTACHMENT 8

Research Documentation



ATTACHMENT 9

Student Biodata

STUDENT BIODATA



Name : Fais Fikrotul Zahiroh
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Educational Background

Level	Tahun	Tempat
Kindergarten	2004-2005	RAM Genukwatu
Elementary	2005-2011	MI. Islamiyah Genukwatu
Junior High School	2011-2014	MTs. Bahrul Ulum Genukwatu Jombang
Senior High School	2014-2017	MAN 5 Genukwatu Jombang
College	2017-2021	UIN Maulana Malik Ibrahim malang